

**STUDENTS' BELIEFS TOWARD THE IMPORTANCE OF ENGLISH
LEARNING FOR EKONOMI SYARIAH MAJOR STUDENTS AT IAIN
PALANGKA RAYA**

THESIS

**Presented to the Department of Language Education of
the Faculty of Teacher Training and Education of the State Islamic Institute
of Palangka Raya in Partial Fulfillment of the Requirement for the Degree of
*Sarjana Pendidikan***



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Dapat diujikan sebagai syarat untuk memenuhi kewajiban dari mencapai gelar Sarjana Pendidikan pada Program Studi Tadris (Pendidikan) Bahasa Inggris Jurusan Pendidikan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan di Institut Agama Islam Negeri Palangka Raya.

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ABSTRACT

Sugimanur. 2020. *Students' Beliefs Toward the Importance of English Learning for Ekonomi Syariah Major Students at IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Hj. Apni Ranti, M.Hum. and Advisor (II) M. Zainal Arifin, M.Hum.

Key Words: Students' belief, English learning.

This research aimed to find out students' beliefs toward the importance of English learning for Ekonomi Syariah Major students at IAIN Palangka Raya. This research focus to describe Ekonomi Syariah Major toward the importance of English learning at IAIN Palangka Raya.

The research design was qualitative approach. Data collection method that used interview which adapted from Elaine K. Horwitz to find out students believe toward the important of English learning. The writer conducted face to face interview with the participant for collected the data. The population of this research were students of Ekonomi Syariah in the sixth semester who already taken English course. The sample was 7 students that consisted of 3 males and 4 females. The writer used purposive sampling to find out the sample with the criteria such as; is a sharia Economics student who already taken English course, based on the value, and also willing to be interviewed.

The result of this research regarding the importance of learning English most of students have positive believe toward the importance of English learning. they are believe by learning English, will make them easier to get a job, in example. in order to be good in English, they still need many guidances. Islamic Economics students' confidence in learning English can be said to be high. High confidence can encourage students to be more active in learning English. Of the five important questions asked by researchers, motivations and expectations, become the highest belief.

ABSTRAK

Sugimanur. 2020. *Kepercayaan Mahasiswa Terhadap Pentingnya Pembelajaran Bahasa Inggris untuk Mahasiswa Jurusan Ekonomi Syariah di IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Hj. Apni Ranti, M.Hum. dan Pembimbing (II) M. Zainal Arifin, M.Hum.

Kata kunci: kepercayaan Mahasiswa, Pembelajaran Bahasa Inggris

Penelitian ini bertujuan untuk mengetahui kepercayaan siswa terhadap pentingnya pembelajaran bahasa Inggris untuk siswa Program Studi Ekonomi Syariah di IAIN Palangka Raya. Fokus penelitian ini adalah mendeskripsikan Program Studi Ekonomi Syariah terhadap pentingnya pembelajaran Bahasa Inggris di IAIN Palangka Raya.

Desain penelitian adalah pendekatan kualitatif. Metode pengumpulan data yang menggunakan wawancara yang diadaptasi dari Elaine K. Horwitz untuk mengetahui kepercayaan siswa terhadap pentingnya belajar bahasa Inggris. Penulis melakukan wawancara tatap muka dengan peserta untuk mengumpulkan data. Populasi dari penelitian ini adalah mahasiswa Ekonomi Syariah semester enam yang telah mengambil kursus bahasa Inggris. Sampel adalah 7 siswa yang terdiri dari 3 laki-laki dan 4 perempuan. Penulis menggunakan purposive sampling untuk mengetahui sampel dengan kriteria seperti; adalah mahasiswa Ekonomi Syariah yang telah mengambil kursus Bahasa Inggris, berdasarkan nilainya, dan juga bersedia untuk diwawancarai.

Hasil penelitian ini mengenai pentingnya belajar bahasa Inggris, sebagian besar siswa memiliki keyakinan positif terhadap pentingnya belajar bahasa Inggris. mereka percaya dengan belajar bahasa Inggris, akan membuat mereka lebih mudah mendapatkan pekerjaan, misalnya. untuk menjadi baik dalam bahasa Inggris, mereka masih membutuhkan banyak bimbingan. Keyakinan siswa Ekonomi Islam dalam belajar bahasa Inggris dapat dikatakan tinggi. Kepercayaan diri yang tinggi dapat mendorong siswa untuk lebih aktif dalam belajar bahasa Inggris. Dari lima pertanyaan penting yang diajukan oleh peneliti, motivasi dan harapan, menjadi kepercayaan tertinggi.

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Greatest thanks are also addressed to his parents who always support, pray, suggestions, and their affections sincerely to his writer's effort in accomplishing this study.

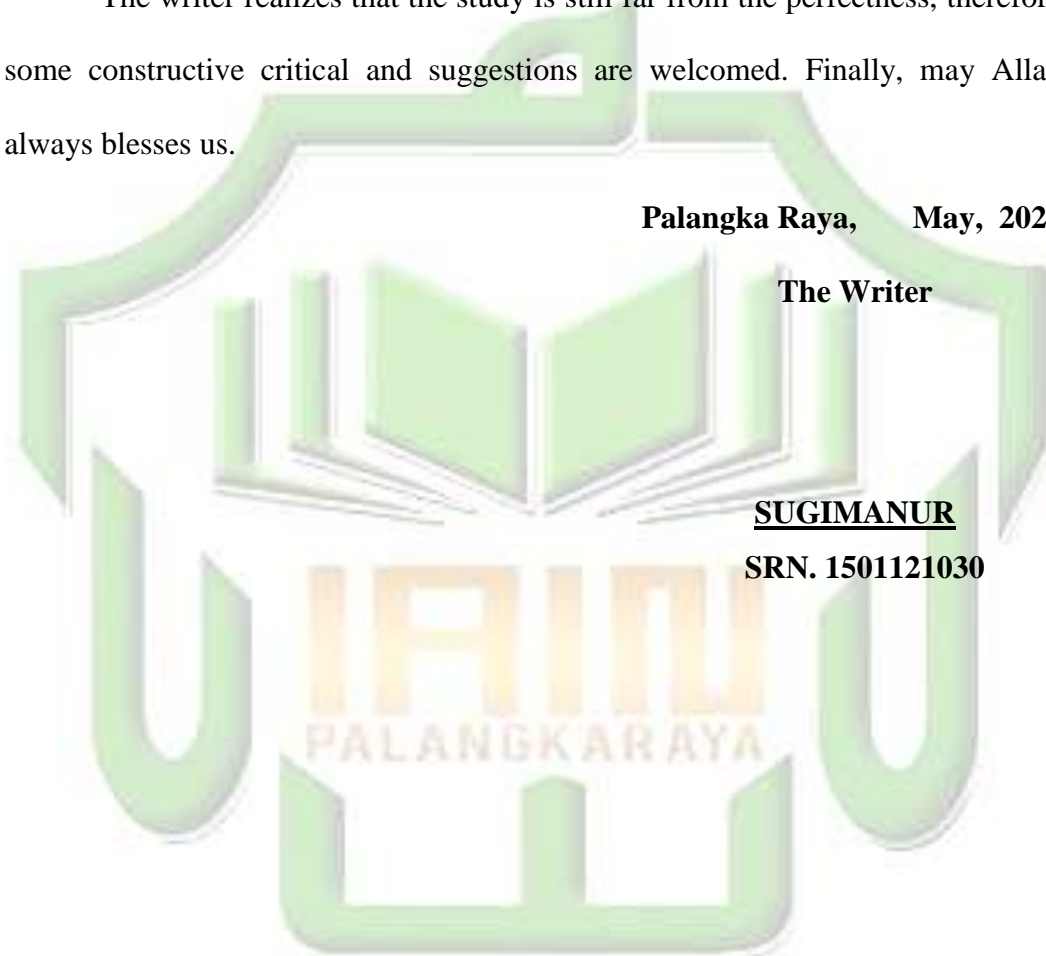
The writer realizes that the study is still far from the perfectness, therefore some constructive critical and suggestions are welcomed. Finally, may Allah always blesses us.

Palangka Raya, May, 2020

The Writer

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DECLARATION OF AUTHENTICATION

DECLARATION OF AUTHENTICATION

In the name of Allah,

I myself make declaration that this thesis entitled **STUDENTS' BELIEFS TOWARD THE IMPORTANCE OF ENGLISH LEARNING FOR EKONOMI SYARIAH MAJOR STUDENTS AT IAIN PALANGKA RAYA**, is truly my own writing. So, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, may, 2020

My own declaration



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MOTTO

*“Jadilah Diri Sendiri Jangan Jadi Orang Lain”
(Be Yourself Don't Be Someone Else)*



DEDICATION

Thanks to Allah SWT for giving me everything and also my prophet Muhammad Shalaullahualaihi wasallam. This thesis is dedicated to some special people in my life as follows:

1. My wonderful parents Mr. Suharto and Mrs. Ningsih. Thanks for your love, affection, praying and encouragement for my study that I could not repay with such a greatest things.
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CHAPTER I

INTRODUCTION

In this chapter the writer explains about the background of the study, the research problem, the objective of the study, the significance of the study, scope and limitation, and the definition of key terms.

A. Background of The Study

English is a very important role in Indonesia. As a developing country, it needs to learn more new things from the developed countries, such as new advanced ideas, research findings, and an experiments. It is undeniable that these things are very important for the national development. English happens to be the native language of the develop countries whose economy, technology, and politics are very influential. The study of English continues to occupy and important place in our educational curriculum. English is regarded as the first foreign language to be taught at elementary school as local content, at secondary school as a compulsory subject, and the universities as an additional subject. (Fauziati, 2010).

English learning patterns for the students of economics must be tailored to the needs of students in the world of work so that applications can feel its effectiveness in an optimal way. In the world of education, language competence includes four existing skills of listening, speaking, reading and writing is the target of teaching English is to achieve the ability to communicate both orally and in writing. As Richards and Rodgers point out in

Yulia (2014: 29) that the development of language teaching focuses on social interaction or language use.

By Gamble (2013) found that these strong beliefs and high perceptions seemed to influence students' high positive attitudes towards meaning-based instruction. These findings suggest that teachers should take advantage of these strong realistic beliefs and perceptions as well as high positive attitudes to create learning environments conducive for developing students' communicative competence.

According Mehmet Sercan Uztosun Beliefs are foci points of research studies aiming to understand individual's for particular points because beliefs are propositions which are held consciously or unconsciously and accepted as true by individuals (Borg, 2001). In this vein, investigating beliefs provide a deep insight into individual's inner world. This also emphasized by Hancock and Gallard (2004) highlighting the role of beliefs as guiding individual's intentions for action.

English learning is the acquisition of knowledge or skills through study, experience, or being taught. The study of foreign language learning has a long history of up to linguists concluded that there are three main terms, namely Approaches, Methods and Techniques. Fachrurrozi and Erta Mahyuddin (2011: 5) defined the approach as hypotheses and trustworthiness to the nature of language, learning and teaching. In language study, there are three approaches that are often used approaches structural, functional and interactional approaches. Structural flow view language as a system formed

from several elements structurally related. Based on explanation, the writer takes a view that this kind of research aims to understand someone's individual in determining beliefs in something that is trusted. In this research the writer tries to find the Economic Syariah student's beliefs in learning English. Lambert and Peal (as cited in Gibbons, 1991, p. 2) mentioned that having a second language also means having access to other world of people, ideas, ways of thinking and literature. Language views as a medium of knowledge for transferring and sharing among people over the world.

In this study, the writer examined the confidence of major Islamic Economics students at IAIN Palangka Raya on the importance of English for communication and for work.

The issues presented above were found to be interesting and worth to be researched under the title **“STUDENTS' BELIEFS TOWARD THE IMPORTANCE OF ENGLISH LEARNING FOR EKONOMI SYARIAH MAJOR AT IAIN PALANGKA RAYA”**

B. Research Problem

Based on the background of the study above, the writers formulate the problem How is Ekonomi Syariah major students' belief toward the importance of English learning at IAIN Palangka Raya?

C. Objective of Study

Related to the problem of the study, the objective of the study is to describe Economy Syariah Major students' toward the importance of English learning at IAIN Palangka Raya.

D. Scope and Limitation

The scope of this study is focus on predicting Economy Syariah Major students' opinion and beliefs toward the learning of English. The limitation of this study is this study will conduct the research to Economy Syariah Major who already taken the English course.

E. Significance of Study

1. Theoretically, the results of this study is expected to be useful for the students in the future for communication to themselves and others with English as a tool for the trade in the international world.
2. Practically, For students, this can also be used to improve and develop their skills in learning English. Because it will give them a lot of new experiences so they will be more interested and enjoy in learning English. Furthermore, it is expected to have a positive effect on students in their English proficiency directly.

F. Definition of Key Term

1. Student belief

Student belief are foci points of research studies aiming to understand individual's for particular points because beliefs are propositions which are held consciously or unconsciously and accepted as true by individuals (Borg, 2001). In this vein, investigating beliefs provide a deep insight into individual's inner world. This also emphasized by Hancock and Gallard (2004) highlighting the role of beliefs as guiding individual's intentions for action.

2. English learning

English learning is the acquisition of knowledge or skills through study, experience, or being taught. The study of foreign language learning has a long history of up to linguists concluded that there are three main terms, namely Approaches, Methods and Techniques. Fachrurrozi and Erta Mahyuddin (2011: 5) defined the approach as hypotheses and trustworthiness to the nature of language, learning and teaching. In language study, there are three approaches that are often used approaches structural, functional and interactional approaches. Structural flow view language as a system formed from several elements structurally related.

3. Ekonomi Syariah Major

Ekonomi Syariah Major is Islamic economics is a social science that studies the economic problems of the people who learning by Islamic values. Sharia economy or cooperative economic system is different from capitalism, socialism, and welfare state. Different from capitalism because Islam opposes the exploitation by the owners of capital against the poor workers, and prohibits the accumulation of wealth. In addition, the economy in the globe of Islam is a demand of life as well as suggestions that have the dimension of worship. In Indonesia, English is seen as an important medium for developing and spurring economic growth, so teaching English is expected to help achieve that goal (Alisjahbana, 1990). In the world of education, language competence includes four skills namely listening, speaking, reading and writing is the target of teaching

English is to achieve the ability to communicate either orally or in writing.

As Richards and Rodgers point out in Yulia (2014: 29) that the development of language teaching focuses on the social interaction or use of the language.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer explains about related study, students' belief, development of ESP, English language teaching, effective English language and the importance of English learning,

A. Related Study

First, Yusra Maulina (2019) in the thesis entitled *Students' Belief On English As Foreign Language Learning: A Case Study At English Education Students, Faculty Of Education And Teacher Training*. This research aims to understand the belief about English language learning of third year students studying for English education and teacher training in ArRaniry University. The population of this research is six-semester and there are six participants consist of four females and two males were chosen based on random sampling method. This research used semi-structured interview to collected the data. The results of the current research clearly indicated the existence of various important beliefs about English foreign language learning in the third year students majoring in English language education.

Second, Masoud Kermani Kojour and Javad Kia Heirati (2015) in the journal entitled *Teacher's and Students' Beliefs on English for General AcademicPurposes: The Case of Iranian University Students*. This research aims to look into the evolution of L2 learners' beliefs about the general English course during a term. The population of this research is one hundred ninety-eight male and female university students and their general English

course teacher were randomly selected as the participants of the study. This research used semi-structured interview and questionnaire to collected the data. The result of the current research indicated the majority of the participants were not aware of the EGAP (English for General Academic Purposes) and they wereunconsciously focused on the role of language forms and vocabularies, while all of them changed their unrealistic beliefs as a result of receiving the strategy instruction helping them to read and comprehend a text easier and apply the strategies to get mastery over the content.

Third, Zhen Zhou (2018) in the journal entitled *On the Relationship of Students' English Learning Beliefs and Learning Strategy in the University*. This research focus on students' English learning beliefs and learning strategy in a particular college in Jiangxi province in order to have a better understanding of college students' English learning beliefs and learning strategy. The subjects of this study are English majors, 105 Junior students chosen from three randomly selected classes of the second level university in Jiangxi province. This research used questionnaire and interview to collected the data. The result of the current research indicated the learning beliefs of students is in a middle level, the mean of motivation expectation is the strongest. As for English learning strategy, students' using level is medium, compensation strategy is the most frequently used. English learning beliefs and learning strategy are closely related; English learning beliefs and learning strategy are not correlated with English achievement respectively.

Fourth, Mohammad Aliakbari and Maryam Monfared (2014) in the journal entitled *Iranian Students' Beliefs and Motivations towards English*. This research aims to investigate the attitudes of Iranian students toward English as an international language, its significance the country, and their motivations to learn it. The population of this research is one hundred students from M.A and B.A levels in different faculties in Ilam University. This research used questionnaire to collected the data. The findings indicated that participants recognized English as the international language of the world which can help development of the country, and that they appeared to have instrumental motives to use it.

The last reference is the research conducted by Claudia Patricia Avella Carrero and David Camargo Ponguta (2010) in the article entitled *Exploring Students' Beliefs About Learning English In Two Public Institutions*. This research aims to raising awareness about student's beliefs about English learning in two public institutions at the high school and university levels. The participants consists of two group there are group one A group of level III students from the UPTC was selected in order to explore their beliefs about learning English. In this class there are 30 students population and thirteen students is participant. And group two this second group is composed by fifteen tenth graders from a public school located in a small town. The participants in this project are eight female students and seven male students between fifteen and sixteen years old. They come from rural and urban areas. The data collected by questionnaire are survey and observation. The result of

this research are learning English is very important to study, foreign language is an important tool to acquire new knowledge and improve their academic and professional opportunities.

The five previous studies have similarities with this study. The focus of the problem discuss is students' beliefs in the importance of English learning.

Table 2.1
The Similarities and The Differences Between Previous Study and Present Study

No.	The Tittle	Similarities	Differences
1.	Yusra Maulina (2019) : <i>“Students’ Belief On English As Foreign Language Learning: A Case Study At English Education Students, Faculty Of Education And Teacher Training”</i>	The similarities of this study is discusses students' belief the importance of English learning	The differences with writer’s research are this study had 6 students of English Education and Teacher Training Faculty in UIN Ar Raniry
2.	Masoud Kermani Kojour and Javad Kia Heirati (2015) : <i>“Teacher’s and Students’ Beliefs on English for General Academic Purposes: The Case of Iranian University Students”</i>	The similarities of this study is discusses beliefs on English learning	The differences with writer’s research are this study uses the mixed method, while the writer's research uses qualitative methods. And than, the subjects used are students and teachers
3.	Zhen Zhou (2018) : <i>“On the Relationship of Students' English Learning Beliefs and Learning Strategy in the University”</i>	The similarities of this study is discusses English learning	The differences with writer’s research are this study focus on the relationship of students’ english learning beliefs and learning strategy

4.	Mohammad Aliakbari and Maryam Monfared (2014) : <i>“Iranian Students’ Beliefs and Motivations towards English”</i>	The similarities of this study is discusses students’ beliefs	This research is a quantitative study which only uses questionnaires for data collection
5.	Claudia Patricia Avella Carrero and David Camargo Ponguta (2010) : <i>“Exploring Student’s Beliefs About Learning English In Two Public Institutions”</i>	The similarities of this study is discusses students’ beliefs about learning English	The differences with writer’s research are this study uses two public institutions, there are at the high school and university levels

B. Student Belief

Student belief are foci points of research studies aiming to understand individual’s for particular points because beliefs are proposition s which are held consciously or unconsciously and accepted as true by individuals (Borg, 2001). In this vein, investigating beliefs provide a deep insight into individual’s inner world. Beliefs are defined in different ways according to the research community and theoretical orientations (Bernat & Gvozdenko, 2005). In this view, beliefs are not necessarily examined or verified and presuppose that they could conflict with each other as Rokeach (1968) highlights when describing his belief system structure “within it, in some organized psychological but not necessarily logical form” (p. 2). Lowie et al. (2009) define beliefs by emphasizing the role of cognitive and metacognitive aspects of the nature of knowledge and learning.

1. The differences between belief and trust

a. Belief

Beliefs in this study refer to “psychologically held understandings, premises, or propositions about the world that are felt to be true” (Richardson, 1996 as cited in Bernat, 2006). Furthermore, Wenden (1999) argues that beliefs may be acquired either subconsciously, resulting from observation and imitation, or consciously, based on the advice of other people, such as parents or teachers, or by reflecting on one’s own learning experiences. Moreover, belief as the psychology aspect of the individual learner takes a central position in L2 learning. As Deneckere (2010) states, “Each learner has his/her own personality, abilities, awareness, thoughts and emotions that affect process of L2 acquisition. Learners’ views on how one should learn L2, their emotional stances towards the L2 and its speakers and their reasons for learning the language will determine how they engage in the L2 learning task and can account for individual differences in language learning.

In this study belief means is the most important and most important aspect in building a commitment and a promise that is realized if it means the future. So it can be briefly interpreted. Beliefs are important factors that can be realized which will later be meaningful.

b. Trust

Mishra (1996) defined trust as a party's willingness to be vulnerable to another party based on the belief that the other party is competent, open, concerned, and reliable. Mishra argued that trust is an overall construct that is made up of the combination of the four belief dimensions. That is, trust is a multi-dimensional construct formed by these beliefs. Mishra also described these beliefs as combining in a multiplicative way. "That is, a low level of trust in terms of any of the dimensions offsets high levels of trust in terms of the other dimensions."

Yamagishi & Yamagishi (1994), for example, said that trust is based on inference about the other person's traits and intentions. We also posit that Trusting Intention is based on the person's confidence in those beliefs (McKnight, Cummings & Chervany, 1996).

So, trust means is the most important and very important aspect in building a commitment and a promise that is realized if it means the future. So it can be briefly interpreted. trust are important factors that can be realized which will later be meaningful. also trust is high level more than beliefs.

The context of this research is to discuss the beliefs of Islamic economics students on the importance of learning English, and only focus on beliefs in English learning.

Horwitz (1987) defined beliefs about language learning as language learners' preconceived ideas or notions on a variety of issues related to second or foreign language learning. Beliefs about language learning consist of "general assumptions that learners hold about themselves as learners, about factors influencing language learning, and about the nature of language teaching" (Victori & Lockhart 1995, p. 224). Horwitz proposed five themes to represent statements in the BALLI (Beliefs About Language Learning Inventory). The BALLI assesses learners' beliefs in five major areas: (1) foreign language aptitude; (2) the difficulty of language learning; (3) the nature of language learning; (4) learning and communication strategies; and (5) motivations and expectations (Horwitz, 1987, cited in Horwitz, 1999).

1. Foreign Language Aptitude

Foreign language (FL) aptitude generally refers to the specific talent for learning a foreign or second language (L2) (Carroll 1981; Skehan 2002). It is a concept deeply rooted in educational psychology and its interpretation in applied linguistics is unavoidably affected by developments in the neighbouring fields of education and psychology. Horwitz (1988) has suggested that learners who believed in foreign language aptitude and yet are confident that everyone can succeed in language learning may perceive that "an average ability is adequate" (p. 287) for language learning.

So, foreign language proficiency (FL) generally refers to special talents for learning foreign languages or second languages (L2). if

someone believes in the skills in learning a foreign language will surely succeed in learning it.

2. The Difficulty of Language Learning

Faces the problem of inadequate knowledge and frequent failure. success in second language learning is not the rule. moreover, failure can be accompanied by a sense of isolation and alienation, by dissatisfaction, and an awareness of one's own inadequacy (Suzzane Graham, 1997, p.10)

Lado (1957) was concerned with the concept of difficulty in language learning. starting out from the common-sense observation that the learner will find some features of a new language difficult and other easy, he argued that the key to degrees of difficulty lies in the comparison between the native and the foreign language (H. H. Stern, 1983, p. 159).

According Elaine K. Horwitz (1985, p.336) Methods students commonly believe that some languages are easier to learn than others and that the languages they are preparing to teach are relatively easy ones. Generally, prospective teachers of Spanish judge their target language as an easy one, while French and German are rated as somewhat more difficult by prospective teachers of all three languages. Methods instructors might well be concerned with this view; when students have difficulty learning a language that their teacher considers to be relatively easy, the teacher is apt to become frustrated or attribute lack of success to poor or unmotivated students.

Based on the statement above, that the difficulty in learning a foreign language is because of the difference between native languages and foreign languages. In addition, failure in learning a foreign language is due to an awareness of disability or a low level of confidence. And also success in learning a foreign language is not a rule but because of craft and also believes that by trying to get results.

3. The Nature of Language Learning

Chomsky argues that language acquisition in humans is due to nature, meaning that every human being has language skills. Every human being is not born like an empty plate (*tabularasa*), which only accepts language messages. However, every child is armed with a Language Acquisition Tool that naturally has been owned since birth (Soenjono Dardjowidjojo, 2005: 235)

Chaer (2015) explains that term 'language learning' is used because some experts believe that second language can be master by learning the language intentionally and consciously. This is different from the first language and mother tongue which is acquired naturally and unconsciously without a formal setting. The term of language acquisition is used because it is believed that second language or third language is acquired either formally or informally.

According Elaine K. Horwitz (1985, p.337) Language learning is often a misunderstood phenomenon. Many people believe that learning another language is merely a matter of translating from English or learning

grammar rules or vocabulary words. In general, this understanding provides the methods instructor with a good foundation for presenting a comprehensive model of foreign language learning. However, the few students every semester who endorse the BALLI item that learning a language is mainly a matter of learning vocabulary words require immediate attention. This misconception should be countered at the beginning of the methods course as a student holding such a view would be unlikely to understand or appreciate the purpose and technique of standard language teaching procedures.

Based on the above statement that the language has existed since birth and also has skills in language and second language learning can be mastered by learning it intentionally meaning consciously learning a second language or a foreign language either through education at school or by attending courses or being acquired formal or informal.

4. Learning and Communication Strategies

O'Malley and Chamot (1990, p.1) define learning strategies as "special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information." As Hismangolu (2000) mentions, language learners are continuously looking for ways of applying strategies to deal with situations in which they face new input and tasks proposed by their instructors.

According to Rubin (1987), learning strategies include all strategies that are directly related to learning (cognitive) or those which

indirectly involve the learning process (metacognitive). By cognitive he means clarification, practice, memorizing, and monitoring, and by metacognitive planning, setting goals and self management. Based on what Hismangolu (2000) states, communication strategies are used to handle communication difficulties and Social strategies are employed in conditions where individuals need to practice their knowledge.

According Elaine K. Horwitz (1985, p.337) A number of BALLI items concern the process of learning a language. Methods students consistently state that it is important “to listen and repeat a lot”. The BALLI also contains several items which address the practice of spontaneous communication in the classroom. However, most of my students have been supportive of communication. Although current students are more receptive to the theory underlying communication activities, they have had very few models of these kinds of activities and still need much guidance in preparing them.

So, Learning strategy is a method that is applied to understand, learn and facilitate the teaching and learning process. Learning strategies are divided into 2 namely cognitive (direct) such as exercise, memorization, and monitoring and meta-cognitive (indirectly) such as planning, setting goals first and self-management. Learning and communication strategies mean the way used in learning a language both by memorizing, and learning to speak using English.

5. Motivations and Expectations

Motivation has been considered to be one of the most important factors of successful second and foreign language acquisition (Dörnyei, 1994; Ho, 1998; Noels, Clément, & Pelletier, 1999; Noels, Pelletier, & Vallerand, 2000; Oxford & Shearin, 1994). Students who do not have sufficient motivation may not be able to persevere in accomplishing their goals during the long and oftentimes difficult language learning process.

According to White (1999) these expectations influence how individuals react to, respond to and experience a new environment. In other words, learners' beliefs, which are formed through their experiences, guide them in their conceptualizations of language learning and influence the approaches they adopt to L2 learning. If they believe that languages can only be learned through translation and explanation, they will expect the language instruction to be based on translation and explanation and will reject any approach adopted by the teacher which does not correspond to this expectation.

Motivation has been considered as one of the most important factors of mastery success in second and foreign language learning. if you don't have motivation it might be difficult to learn a foreign language and not be able to persevere in achieving goals during the learning process. in addition, these expectations affect how individuals react, respond, and act in new environments. In other words, students' trust, which is formed through experiences that have been planted in their language learning process and influences the approach they adopt for L2 learning. so,

motivation and expectation is very influential on success in the process of learning a second language (L2).

C. Development Of ESP

1. Definition Of ESP

ESP seems quite flexible discipline and different people have defined it differently. We can count as many definitions as the number of linguists who have defined it. All these definitions appear to cover various characteristics of this approach (Sifakis, 2003 cf. Rogers, 1989; Rogers, 1996). Anthony (1997, p. 1) mentioned the “clear differences in how people interpreted the meaning of ESP” at “The Japan Conference on ESP” held on November 8 th, 1997 at Aizu University in Aizuwakamatsu. He pointed out that the participants were divided into two groups. One group held the view that ESP was teaching of English for any purpose that could be specified whereas the other group of participants ascribed to it as “the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. This particular example of differing views regarding its definition offers clear insights about the general truth in relation to this controversy. Hutchinson and Waters (1987) have defined ESP as an “approach” rather than a “product” – meaning that ESP does not necessarily involve any particular kind of language, teaching material or methodology. The fundamental function of ESP is: “Why does this learner need to learn a foreign language” (Milavic, 2006 cf.

Hutchinson and Waters, 1987) the rationale of learning English, thus, became the crux of ESP.

Robinson (1980) has defined it as the teaching of English to the learners who have specific goals and purposes. According to him, these goals might be professional, academic, scientific etc. Mackay and Mountford (1978, p. 2) have referred to it as the teaching of English for “clearly utilitarian purposes”. These specific purposes are the above-mentioned academic, professional or scientific ones that clearly depend on the learners’ needs. Both these definitions do not confine ESP to any specific field, discipline or profession and recognize its broader area of action. A rather comprehensive approach to define ESP has been tried.

By identifying its absolute and variable characteristics. Strevens' (1988) definition makes a distinction between four absolute and two variable characteristics:

a. Absolute Characteristics:

ESP consists of English language teaching which is:

- 1) Designed to meet specified needs of the learner;
- 2) Related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
- 3) Centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
- 4) In contrast with General English.

b. Variable characteristics:

ESP may be, but is not necessarily:

- 1) Restricted as to the language skills to be learned (e.g. reading only);
- 2) Taught according to any pre-ordained methodology (Gatehouse, 2001 cf. Strevens, 1998, pp. 1-2)

2. Purpose of ESP Courses

There has been a lot of research on the issue of the rationale and purpose that an ideal ESP course should serve. Hutchinson and Waters (1987, p. 12) stated that “the purpose of an ESP course is to enable learners to function adequately in a target situation”. ESP course contents should be “goal-directed” (Hadley, 2006 cf. Robinson, 1991) and “centered on the language (grammar, lexis, register etc.), skills, discourse and genres appropriate to (the activities of the discipline it serves)” (Hadley, 2006 cf. Dudley-Evans and St. John, 1998, p. 5). Much research has suggested that ESP program should be aim-directed, learner-directed and situation-directed.

Therefore, the principle of “one size fits all” does not apply to ESP courses and ready-made ESP textbooks are not suitable for specific teaching settings (Robinson, 1991; Dudley-Evans, 1997; Hutchinson and Waters, 1987; Gatehouse, 2001). Goonetilleke (1989, p. 43) presented his findings that appreciated the value of “standard ESP textbooks” produced in Britain and the USA but reiterated that “though no foreign textbook will be wholly adequate in the local situation”. It has been strongly suggested

that the universities should evolve “common ESP courses through cooperating endeavors .at least until such time as the core ESP courses are produced” (ibid., p. 46). Chantrupanth (1993, p. 9) offered deep insights into “designing a short course”and reported that “the teaching material should be prepared specifically to meet the needs of the students either for their academic purposes or their careers”.

ESP practitioners have been advised to modify the ready-made textbooks because “adapted materials are more suitable to ESP learners than textbooks since no textbooks could fully satisfy the particular needs of any ESP learners” (Chen, 2006 cf. Chen, 2005, p. 40). Chen (2000: 395) has also proposed that ESP practitioners need to develop their own ESP courses considering their specific teaching environment and the learners’ specific needs because “there is no espoused ESP curriculum that corresponds to the particular teaching setting that many a prospective ESP teacher may encounter”. He further elaborated his point of view and rejected “conventional theory-into-practice ESP training model and suggested a more flexible model of “context-specific principles of ESP curriculum development” (ibid., p. 398). Johns (1989) advocated an urgent need to address the specific ESP needs of “millions of Chinese students of Science” because the great number of ESP textbooks which were compiled abroad are not suitable for them. There is a pressing need to train ESP teachers to evaluate their “teaching context” and the specific needs of their specific learners as the main criterion for ESP curriculum development

(Chen, 2000). Chen (2006: cf. Robinson, 1991, p. 41) has recommended that “in-house materials” are much more valid and useful as compared to ready-made published textbooks because they are tailored according to the specific needs of the learners and the indigenous teaching settings. However, “they are also more expensive and time consuming to produce” (ibid., p. 41).

It has been reported that ESP practitioners have to carry out action research alongside teaching practice because the English teaching units have “to develop and to administer courses in keeping with the requirements of the institutions. These requirements vary from university to university, and very often they vary from faculty to faculty within individual universities” (Gunawardena and Knight, 1989, p. 111).

D. English Language Teaching

English language teaching is based on the idea that the goal of language acquisition is communicative competence. It adopts concepts, techniques and methods in classroom for recognizing and managing the communicative needs of the language learners. English language teaching may refer to foreign or second language. Teaching English as a foreign language (TEFL) refers to teaching the English language to students with different first languages. TEFL can occur either within the state school system or private, at a language school or with a tutor. TEFL can also take place in an English-speaking country for people who have immigrated there (either temporarily for school or work, or permanently). TEFL teachers may be native

or non-native speakers of English. Robinson (1980) has defined it as the teaching of English to the learners who have specific goals and purposes. According to him, these goals might be professional, academic, scientific etc. Mackay and Mountford (1978, p. 2) have referred to it as the teaching of English for “clearly utilitarian purposes”. These specific purposes are the above-mentioned academic, professional or scientific ones that clearly depend on the learners’ needs.

E. Effective English Language Teaching

Effective English language teaching is a process or method used to teach or learn English or foreign language in accordance with what has been expected or to be achieved with good results and the learning process gets maximum results. Some researchers, such as Stern (1975), Naiman (1978) and Rubin (1979) tried to find their way of achieving success. From the results of the studies they conducted separately, some characteristics and strategies were carried out by successful people which can be summarized in the following five things (1) Encouragement to Communicate English is one characteristic of successful people is their strong desire to communicate. They are always looking for opportunities to speak in the language that is speaking. Even if they hit a difficulty in finding words, they will try in various ways, such as hand movements or by using explanations with other words to be able to ask their intentions. (2) Desire to Practice English is they actively participate in class and always take advantage of opportunities to practice with classmates. In addition, they also look for opportunities to practice outside the classroom,

for example by participating in conversation clubs, reading novels, or watching English movies. (3) Interest in Learning English Grammar (Grammar) is In addition to practicing speaking, successful students also take the time to read the rules of grammar (grammar). They pay attention to patterns of sentences and sentences that are not appropriate. Then based on that knowledge, they tries to compile new sentences to discuss their intentions. (4) Attention to the function and meaning of a speech is a learning English they not only focus on grammar and pronunciation, but also learn how to choose the right sentence, taking into account the situation, place, who they are talking to, their goals and topics. (5) Having clear objective is successful people usually know what they need and make clear goals to achieve. They realize that to succeed requires hard work and perseverance, so that they develop a learning program that is detailed and easy to run.

F. The Importance of English Learning

English learning is the acquisition of knowledge or skills through study, experience, or being taught. The study of foreign language learning has a long history of up to linguists concluded that there are three main terms, namely Approaches, Methods and Techniques. Fachrurrozi and Erta Mahyuddin (2011: 5) defined the approach as hypotheses and trust worthiness to the nature of language, learning and teaching. In language study, there are three approaches that are often used approaches structural, functional and interactional approaches. Structural flow view language as a system formed from several elements structurally related.

English plays an important role in our everyday life there is Great utility of English in modern world.

In Business: English is used widely by international business community. To communicate across national borders and maintain correspondence with overseas business parties or professionals, English is essential.

In Education: English is important for higher education and specialized training. Most of the books on any subjects are written in English or quickly translated in English. English is the medium of instruction in Education in most universities and higher education institutes of the world.

For Getting Job: English is essential for getting a good job and better salaries. Multinational business organizations and many international corporations ask for people who have a good working knowledge of English. Even job advertisements in local market also require English knowing people. People who go abroad for work also need to know English. English is need for a variety of jobs as like air hostess, pilot, travel guide, media manager etc.

For Information: In today's world of information superhighway, English is essential for getting easy access to any information. Almost any information is available is English. English is the language of information technology and internet.

In Media and Entertainment: English is important for access to world media and Entertainment. Satellite channels around the world telecast news and views in English. Games and sports are telecast live and their

commentaries are also broadcasted in English. Cinemas, cartoons and other media productions are available in English. English language is widely used in official communications: The abolition of English will adversely affect the office work. Most office-goers know English, but many of them do not know other languages besides their mother-tongue or regional language" (Reddy, 2016, p. 3).

G. State Islamic Institute of Palangka Raya (IAIN)

IAIN is the college in the province of central Kalimantan exactly at Palangka Raya, the located at georgeobos Islamic center complex. IAIN consist of four faculties there are:

1. FTIK (Faculty of Teacher Training and Education)

FTIK consist of eight study programs, there are study program of English education, study program of Arabic education, study program of Islamic education, study program of Biology, study program of Physics, study program of Management of Islamic education, study program of Madrasah Ibtidaiyah Teacher education, and study program of Early Childhood Islamic education.

2. FEBI (Faculty of Islamic Economics and Business)

FEBI consist of four study programs, there are study program of Islamic Economics, study program of Islamic Banking, study program of zakat and waqf management, and study program Islamic Accounting.

3. SYARIAH (Faculty of Syariah)

In the Syariah faculty there consist of three study programs there are study program of Law Family, study program of Law Islamic Economics, and study program of Law State.

4. FUAD (Faculty of Ushuluddinadab and dakwah)

In the FUAD faculty there consist of four study programs there are Study program of Communication and Broadcasting, study program of History of Islamic, study program of guidance and counseling, and study program of Knowledge of the Al-qur'an and Interpretation.

H. Economy Syariah Major

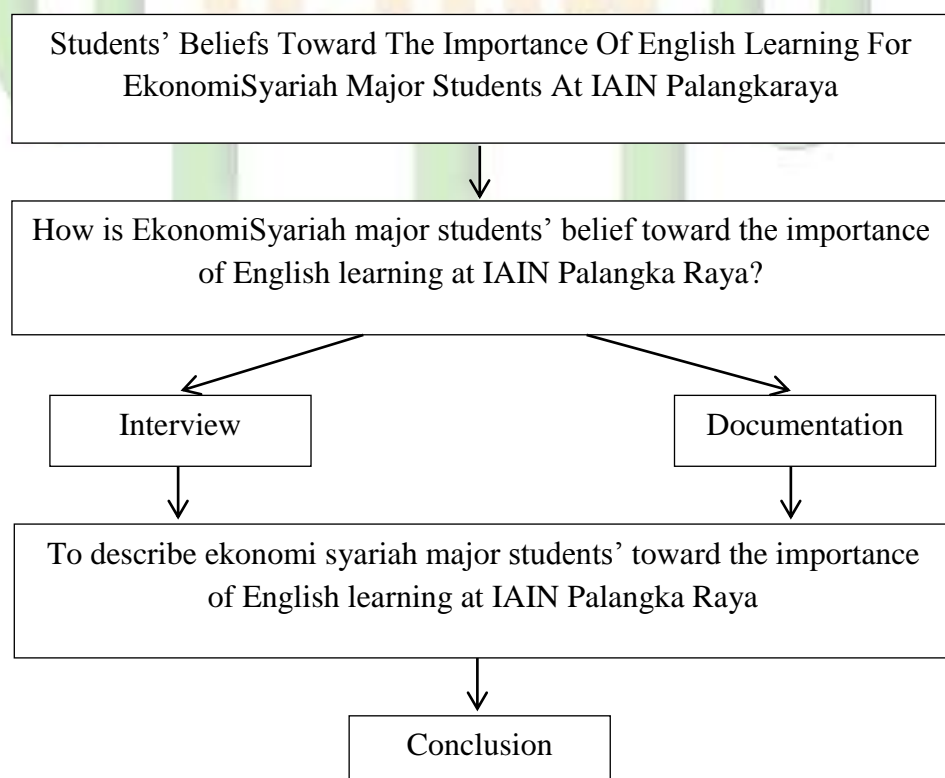
Ekonomi Syariah major is Islamic economics is a social science that studies the economic problems of the people who learning by Islamic values. Sharia Economy or cooperative economic system is different from capitalism, socialism, and welfare state. Different from capitalism because Islam opposes the exploitation by the owners of capital against the poor workers, and prohibits the accumulation of wealth. In addition, the economy in the globe of Islam is a demand of life as well as suggestions that have the dimension of worship. In Indonesia, English is seen as an important medium for developing and spurring economic growth, so teaching English is expected to help achieve that goal (Alisjahbana, 1990). In the world of education, language competence includes four skills namely listening, speaking, reading and writing is the target of teaching English is to achieve the ability to

communicate either orally or in writing. As Richards and Rodgers point out in Yulia (2014: 29) that the development of language teaching focuses on the social interaction or use of the language.

I. Frame of Thinking

This study is about English learning for Economy Syariah Major students of IAIN Palangka Raya. The objective of the study is to know Economy Syariah Major students toward the importance of English learning. The subject of the study is the students who already taken English course in Economy Syariah Major at IAIN Palangka Raya.

The data collecting used observation, interview, and documentation to obtain the data about the important of English learning in Economy Syariah Major.



CHAPTER III

RESEARCH METHOD

This chapter consisted of research design, subject of the study, source of data, research instrument, data endorsement, data collection procedures, data analysis procedures.

A. Research Design

In this study the writer used qualitative research to obtain the data. Qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyzes the information for description and themes. From this data, the researcher interprets the meaning of the information, drawing on personal reflections and past research. The final structure of the final report is flexible, and it displays the researcher's biases and thoughts. (Creswell, 2007, p. 626). This research only focused on Economy Syariah Students at IAIN Palangka Raya who already taken English courses.

B. The Subject of this study

The subject of the study was Economy Syariah Major students who already taken English course at IAIN Palangka Raya on the academic year 2017 who already taken the subject of English courses.

In the other hand, the writer needs students who were gained from the classes of Economy Syariah study program at the sixth semester at IAIN

Palangka Raya. However, the subject of this study consisted of students who already taken English courses.

There were some students purposefully selected for this study. The writer used purposive sampling to find students who already taken English course. purposive sampling is a specialized form of non-proability sampling that is typically used for qualitative research. purposive sampling is used when a researcher has a spesific reason for selecting particular participant for study. (russell E. Carter, 2005. P.99)

The referenced in determined the subject of this research were the followed the criteria such as:

1. Is a Sharia Economics student who has taken English courses,
2. Based on student Value,
3. Willing to be interviewed.

Based on the referenced above, it is found that there were 7 students who are the subjects of this study consisted of 3 males and 4 females. The goals for this subject is to have those data that yield the most relevant and plentiful for the study.

C. Source of Data

A purpose statement in qualitative research indicates the intent to explore or understand the central phenomenon with specific individuals at a certain research site. In quantitative research, inquirers write this purpose statement as a single sentence and typically include it in a study at the end of the introduction (Creswell, 2007, p. 131).

According to Creswell (2012) writer intentionally select individuals and sites that differ on some characteristics or traits to learn or understand the central phenomenon. The sourced of data for this study were the some students who are purposefully selected by purposive sampling technique to answered the problem. The data took from students who already taken English course on Economy Syariah Major.

This study also gained the data through documentation it was photos, video, and audio recording. This recording was transcript into written data that show in the written report. Meanwhile, the interviewed section recorded by audio recorder and transcript into written data.

D. Research Instrument

1. Interview

To get the information related to students beliefs toward the importance of English learning for Ekonomi Syariah major students at IAIN Palangka Raya. Interviews occur when researchers ask one or more participants general, open-ended questions and record their answers (Creswell, 2007, p. 622). According Creswell (2008: 226) also classify the interview into four types, those types are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview.

The writer conducted face to face interviewed with the participant for collected the data. The writer prepared the questions of opinion from students by used Indonesian language. To collect the data of interview, the

writer made some question of interview. There are (1) Prepared the concept of questions that want to be asked to subject/object (2) The writer record the answered from the participant and (3) The writer transcripts the result of interviewed.

Table 3.1. The items of interview

No	Name	Item
1.	Foreign language aptitude	1, 2, 3, 4
2.	The difficulty of language leaning	5, 6, 7
3.	The nature of language learning	8, 9, 10,
4.	Learning and communication strategies	11, 12, 13, 14
5.	Motivations and Expectations	15 , 16, 17,18

2. Documentation

Documents are records of events that have passed, can be in the form of writing, images, or monumental works from someone. Documents in the form of writing such as diary, life history, biography, rules and policies. Documents in the form of images such as photos, live images, and others. Documents in the form of works such as works of art that can be in the form of images, sculptures, films and so on. Document study is a complement to the use of observation and interview methods (Sugiyono, 2016: 240).

The technique used to collected some documents related to the subject of the research to get the completeness of the data. This technique support of data through documents or writing that connected to this study.

E. Data Endorsement

In qualitative research the writer must be able to uncover objective truth therefore the validity of data in qualitative research is very important. It aims to measure the level of trust (credibility) of qualitative research so that it can be scientifically answered. The measurement of the validity of the data in this study was carried out by triangulation. Sugiyono (2016: 241) says that triangulation is a collection technique the data that combines the various techniques of collecting data and data sources that already exist.

According to Moloeng (2007: 330), triangulation is a data validity checking technique that utilizes something else. Outside the data for checking purposes or as a comparison of the data. The most widely used triangulation technique is checking through other sources. Denzin in Moloeng (2007: 330) distinguishes four kinds of triangulation as a technique examinations that utilize the use of sources, methods, investigators, and theories. In this research the writer use technique triangulation of the sources(data) and method to validity the data. Source Triangulation (data) is triangulation compares and checks back on the degree of trustworthiness of information obtained through different sources in qualitative method, and Triangulation Method is triangulation tests the credibility of the data carried out by checking the data to the same source with different techniques.

Credibility in qualitative research concerns the truthfulness of the inquiry's findings. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design, participants, and context. The term credibility in qualitative research is analogous to internal validity in quantitative research (Ary et al, 2010, p. 498).

In this research, the writer must know who students has taken English course. The writer used triangulation by data source to support the data of the study. According to Miles and Huberman (1994) triangulation by theory (using different theories, for example, to explain result). By using triangulation by theory the writer checked the truth of data from interview and documentation. It is mean all the data got Ekonomi Syariah students who alreday taken English course. The last, the writer used member check to inform and confirm about Ekonomi Syariah students of IAIN Palangka Raya who be the subject of the study about the data have been collected.

F. Data Collection Procedure

In collected the data for this research, the writer do interview to obtain the data in order to answer the research problems. For more explanation, these procedures might be discussed as follow:

1. The writer asks the data of Islamic economics students who have taken English course in the administration department of FEBI and to find the subject of this research.
2. After find the data and the subject, the writer used interview to find the data related the important of English learning.

3. After the writer find the data from each participant. The writer collected all of supported document from the result of interview with the participant, and any other important documents.
4. Conclude the Economy Syariah Major students' perception related English course.

G. Data Analysis

Data analysis is the process to arrange the data finding to make it comprehensible by collecting, arranging, coding, classifying, and grouping in order to make the research report. There are four techniques used to analyze the data as follows:

1. Data collection

The writer collected and write the data from all of the participants, they are some students of Economy syariah Major who already taken English courses. Through interview, and documentation

2. Data reduction

The writer focused on simplifying to the data. The writer choosen the main data related to the topic of the study: students' belief toward the important of English learning for Economy Syariah major students at IAIN Palangka Raya. The data reduction on the study used by the writer to reduce the inappropriate data from data collection by filtering the important data based on the objectives of the study.

In the study, all of the data gathered from the interviews and documentation. It covers the participants who already taken English course students of Economy Syariah major at IAIN Palangka Raya.

3. Data display

In data display, the writer reports the relevant data and confirms the result of the study. It meant that the data collected from interviews and documentation of students' belief toward the important of English learning.

4. Verification

In verification, the writer summarizes the data and concludes the resulting study based on the problems and objectives of the study. The data based on the objects of the study that students' belief toward the importance of English learning for Economy Syariah major students at IAIN Palangka Raya, and verified by the writer answered the problems of the study.

The writer concluded that in produced this study, the writer needs some procedured to create final result as well. The writer begun by collected the data from the students who already taken English Course in Economy syariah major students at IAIN Palangka Raya. The data need based on the problem of the study used interviews and documentation.

After collecting the data, the writer needs to sort the data by reducing some unimportant data.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer presented the data which had been collected from the writer in the field of study which consists of data presentation and discussion.

A. Data Persentation

In this section, the writer presented the result of the research on student's belief toward the importance of English learning for Ekonomi Syariah major students at IAIN Palangka Raya. The interviewed has been done on Friday, march 28th 2020. The writer use purposive sampling to find the subject of the research, the the writer find 7 subjects was in accordance with the criteria of researchers in chapter III.

So, the writer was found 7 respondents consisted of 3 males and 4 females who met the study criteria, as follows:

Table 4.1 List of Research Respondents

No.	Name	Score
1.	A.S	A (85)
2.	A.W	A (86)
3.	A.Y	A (88)
4.	K.W	B (79,5)
5.	M.A	A (86)
6.	N.R	A (86)
7.	R.F	A (85.6)

1. The Result of Interview

a. Foreign Language Aptitude

The writer conducted interviewed with 7 students of Ekonomi Syariah in the 6 semester. The questions given related to foreign language aptitude there were 4 questions. The first question asked

“Apakah anda percaya dengan kemampuan berbahasa inggris anda?
(Do you beliefs with your ability in English language?)”

The subject A.Y as the participant answered *“Percaya, walaupun sebenarnya belum mahir berbicara bahasa inggris dan memahami bahasa inggris, tetap berusaha dengan cara mengikuti kursus ata les privat dan sering menggunakan kosakata sehari-hari dengan bahasa inggris dan sering berinteraksi, berkomunikasi menggunakan bahasa inggris biar terlatih”*(*Believe, although actually not yet proficient in speaking English and understand English, keep trying to take private tutoring courses and often use everyday vocabulary with English and often interact, communicate using English so that they are trained*).

The second subject M.A answered *“Kalo untuk saat ini masih belum bang karena masih banyak yang belum saya kuasai, tapi nanti beberapa tahun yang akan datang saya yakin dengan kemampuan bahasa inggris saya, maka dari itu saya sekarang masih belajar bahasa inggris agar nantinya fasih dalam berbahasa inggris”*(*If for now it is still not brother because there are still many that I have not mastered, but in the next few years I will be confident in my English language skills, and therefore I am still learning English so that I will be fluent in English later*).

Then, N.R as the next subject answered *“Ya percaya, kalo memang ulun niat handak belajar bahasa inggris pasti berusaha*

belajar bebujur dan lebih giat”(Yes believe, if indeed I intentions to learn English definitely try to learn to be serious and more active)

Based on the reult of interviewed above the writer make conclusion most of the students of Ekonomi Syari’ah they belief about they ability in learning English, and also some students do not believe in their current abilities so they are still learning so they can speak well in the future.

The second question the writer asked “Bagaimana pendapat anda tentang beberapa orang yang memiliki kemampuan khusus untuk belajar bahasa asing? Tepatnya untuk mahasiswa ESY yang memiliki kemampuan khusus!(What do you think about some people who have special abilities to learn foreign languages? Precisely for ESY students who have special abilities!)”

Based on the question K.W as the first participant “*Menurut saya orang yang memiliki kemampuan khusus dalam berbahasa asing itu sangat lah bagus, apalagi untuk mahasiswa ekonomi karena ketika ia menjalankan bisnis dengan orang luar maka yang di gunakan adalah bahasa asing.*”(In my opinion, a person who has a special ability in foreign languages is very good, especially for an economics student because when he runs a business with outsiders, foreign languages are used).

The same question asked to N.R as the second participant answered “*itu sangat bagus karena dia lebih unggul daripada*

mahasiswa yang sulit berbahasa Inggris, dia mempunyai kelebihan khusus untuk dirinya sendiri dibandingkan mahasiswa ESY yang lain.”(it is very good because he is superior to students who have difficulty speaking English, he has special advantages for himself compared to other ESY students).

Then, A.Y as the third participant answered *“Bagus, karena dengan adanya orang yang memiliki kemampuan khusus untuk belajar bahasa asing, misalnya bahasa inggris. Kita yang masih belum terlalu paham bahasa inggris, bisa belajar dan tanya-tanya kepada orang yang memiliki kemampuan khusus tersebut. Bagaimana cara belajar bahasa asing dengan mudah dan cepat mengingat.”(Good, because with people who have special abilities to learn foreign languages, for example English. We who still do not really understand English, can learn and ask questions to people who have these special abilities. How to learn foreign languages easily and quickly remember).*

According to R.F as the fourth participant someone who has special abilities in learning a foreign language can be a plus value he said *“Menurut saya seseorang yang memiliki kemampuan khusus dalam berbahasa asing adalah sebuah nilai tambah bagi diri mereka. Karena memang dunia kerja saat ini juga akan lebih tertarik dengan seseorang yg ahli dalam bidangnya dan memiliki nilai tambah dalam berbahasa asing.”(In my opinion, someone who has a special ability in foreign languages is an added value for themselves. Because indeed*

the world of work today will also be more interested in someone who is an expert in his field and has added value in foreign languages).

Furthermore, A.W as the fifth participant gave almost the same answer “*Menurut saya seseorang yang memiliki kemampuan khusus untuk belajar bahasa asing itu sangat bagus dan tergantung dari minat orang tersebut. Bila orang itu suka dan tertarik untuk belajar bahasa asing dengan berbagai alasan maka peluang untuk orang tersebut bisa berbahasa asing akan lebih besar.*” (I think someone who has a special ability to learn a foreign language is very good and depends on the person's interests. If the person likes and is interested in learning a foreign language for a variety of reasons, the opportunity for that person to speak a foreign language will be greater).

Meanwhile, M.A as the sixth participant gave almost the same answer “*Sangat bagus bang, karena kalau kita memiliki kemampuan khusus seperti belajar bahasa asing terutama bahasa inggris, nah kita lebih mudah untuk berbicara kepada orang luar.*” (Sangat bagus bang, karena kalau kita memiliki kemampuan khusus seperti belajar bahasa asing terutama bahasa inggris, nah kita lebih mudah untuk berbicara kepada orang luar).

The last participant A.S answered “*Menurut saya untuk orang yang memiliki kemampuan khusus dalam berbahasa asing sangatlah bagus tempatnya kalau ada di mahasiswa Ekonomi Syariah. Memiliki kemampuan bahasa Inggris itu dapat menjadi modal untuk dirinya*

sendiri. Sekarang untuk masuk ke perusahaan-perusahaan tentu ada juga yang harus tes bahasa Inggris. Jadi kalau dia mempunyai kemampuan bahasa Inggris lebih baik maka itu akan menjadi modal utama buat dia.” (In my opinion, for people who have special abilities in foreign languages, it is very good. especially for a students in Islamic Economics. Having English skills can be a capital for himself. Now to get into companies there must also be an English test. So if he has better English skills then that will be his main asset).

Based on the interview above, all of research subjects stated that people who have special abilities in learning foreign languages are good and very good things. Especially for students of Economics Syariah can be added value.

The next question the writer asked “Menurut Anda, apakah penting bagi Mahasiswa ESY untuk belajar bahasa Inggris (In your opinion, is it important for ESY Students to learn English)?”

From the question, K.W as the first participant answered “Menurut saya sangat penting bagi mahasiswa ESY untuk belajar bahasa Inggris, apalagi untuk sebuah bisnis ketika dengan orang asing.”(In my opinion it is very important for ESY students to learn English, especially for a business with strangers).

Based on the question, N.R as the second participant answered “Ya, penting apalagi bagi orang yang ingin bekerja di bank.”(Yes, it is important especially for people who want to work in a bank)

Then, A.Y as the third participant answered *“Penting, karena setelah lulus dari bangku perkuliahan yang nantinya bakal memasuki dunia kerja itu biasanya persyaratan melamar kerja harus bisa bahasa asing, paling tidak kita paham bahasa inggris. Agar kita mudah juga apabila berinteraksi dengan orang asing, atau ketika kita ingin ke luar negeri kita paham bahasa asing.”* (Important, because after graduating from the lecture bench, which will later enter the workforce, the requirements for applying for a job must usually be in a foreign language, at least we understand English. So that we are also easy when interacting with foreigners, or when we want to go abroad we understand foreign languages).

Furthermore, R.F as the fourth participant gave almost the same answer *“Sangat penting karena sebagaimana yang telah saya sebutkan sebelumnya seorang yg memiliki kemampuan berbahasa yang baik akan memiliki peluang yang lebih besar dalam dunia kerja disamping keilmuan yg dimilikinya.”*(Very important because as I have mentioned before a person who has good language skills will have greater opportunities in the world of work in addition to his knowledge).

Meanwhile, A.W as the fifth participant answered *“Sebagai mahasiswa ESY yang basik pembelajaranya adalah ekonomi, dimana ekonomi itu mencakup seluruh dunia, maka akan lebih efektif bila bisa berbahasa asing, maka dari itu mahasiswa ESY sering dipandang bisa*

berbahasa inggris atau asing karena mungkin itu adalah modal untuk jadi seorang ekomers, paling tidak mengerti bahasa inggris. Maka belajar bahasa asing cukup penting bagi mahasiswa ESY.” (As ESY students whose learning bases are economics, where the economy covers the whole world, it will be more effective if they can speak foreign languages, therefore ESY students are often seen to be in English or foreign because maybe it is the capital to be an economist, at least understand English. So learning foreign languages is quite important for ESY students).

Next answered by M.A as the sixth participant answered *“Penting sekali bang, karena kan kalau kita setelah lulus di kuliah ini pastinya melamar kerja itu salah satunya ya pastilah ada persyaratan kaya bisa berbahasa asing. Setidaknya kita pahami lah berbahasa inggris sedikit-sedikit begitu agar kaya mudah gitu untuk berinteraksi dengan orang luar atau orang asing, apalagi kan kalau kita di luar negeri nanti.” (It is very important bro, because if we graduate from college, surely applying for work is one of them, there must be a requirement for being rich in foreign languages. At least we understand to speak English a little at a time so that it is easy to get rich so interact with foreigners, especially if we are abroad later).*

The last participant A.S answered *“Menurut saya mahasiswa ekonomi syariah penting untuk belajar bahasa Inggris karena kita sudah memasuki era Mea, di era ini kita bersaing tidak hanya dengan*

penduduk lokal tetapi kita bersaing dengan warga negara asing tentunya yang menggunakan bahasa Inggris sebagai bahasa utamanya.”(In my opinion, Islamic economics students are important to learn English because we have entered the era of the ASEAN Economic Community (AEC), in this era we compete not only with the local population but we compete with foreigners of course who use English as the main language).

Based on the above interview, the writer concluded that from all research subjects they stated that English was very important to learn even though they were not English students, because they assumed that after graduating from college. English is important, especially in terms of finding a job so that the opportunities are greater and English is also important to facilitate communication in both domestic and abroad or with people who speak English.

The last question about the foreign language aptitude the writer asked “Apa kemampuan khusus anda untuk belajar bahasa asing (What is your special ability to learn foreign languages)?”

Based on the question, K.W as the first participant answered “Kemampuan khusus saya untuk belajar bahasa asing adalah dengan cara mengingat dan belajar kosa-katanya terlebih dahulu serta gramer dan lain-lain.”(*My special ability to learn a foreign language is to remember and learn vocabulary first and gramer and others).*

The next answered from N.R as the second participant she was answer *“menurut saya, saya tidak mempunyai kemampuan khusus untuk belajar bahasa asing.”* (in my opinion, I have not special ability to learn foreign languages).

Then, A.Y as the third participant answered *“Mengikuti kursus bahasa bahasa asing, kemudian sering melakukan komunikasi berbicara dengan orang asing menggunakan bahasa asing agar terbiasa dan mudah memahaminya.”*(Take foreign language courses, then often communicate with foreigners using foreign languages so that they are familiar and understandable).

Then also, R.F as the fourth participant answered *“Saya pribadi untuk belajar bahasa asing lebih memiliki kemampuan dalam hal menulis karna untuk kemampuan dalam berbicara dalam bahasa asing saya masih merasa kesulitan.”*(I personally learn foreign languages more have the ability in terms of writing because for the ability to speak in a foreign language I still find it difficult).

Meanwhile, AW as the fifth participant answered *“Kemampuan saya dalam belajar bahasa inggris adalah membaca.”*(my special ability is reading)

Then, M.A as the sixth participant answered *“Kalau kemampuan, kalau dibilang fasih nggak fasih bang. Tapi ada lah sedikit-sedikit, ya sedikit sekata gitu. Mungkin sebagian dari bahasa-bahasa. Kaya sejenis pengucapan bahasa-bahasa gitu nah, kaya ada ja dalam*

sehari-hari tu yang paham. Tapi nggak terlalu fasih, kada terlalu lancar.” (If it's ability, if say fluent it's not fluent, bro. But there is little by little, yes a little like that. Maybe some of those languages. It's kind of like the pronunciation of languages, well, it's rich in everyday people who understand. But not too fluent, too smooth).

The last participant A.S answered “*Kemampuan khusus saya dalam belajar bahasa asing adalah saya dapat memahami walaupun hanya secara lisan.*” (*My special ability in learning foreign languages is that I can understand even verbally*)

Based on the above interview, all research subjects have diverse special abilities in learning English. Specific abilities include reading, writing, speaking, and memorizing vocabulary. But there are also those who claim that they do not have special abilities in learning English, so they still need guidance such as courses.

b. The difficulty of language learning

In this point about the difficulty of language learning the writer questions given related to difficulty of language learning there were 3 questions. The first question asked “*Bagaimana pendapat anda bahasa inggris lebih mudah dipelajari daripada bahasa yang lain (How do you think English is easier to learn than other languages)?*”

Based on the first question above, K.W as the first participant answered “*Pendapat saya bahasa inggris lebih mudah di pelajari dari bahasa yang lain nya, yang pertama bahasa inggris lebih mudah di*

ucapkan serta dari tulisan dan mudah juga untuk di ingat.” (My opinion of English is easier to learn from other languages, the first is that English is easier to pronounce and from writing and easy to remember).

Then, N.R as the second participant gave almost the same answer *“ya, bahasa Inggris lebih mudah dipelajari daripada bahasa asing yang lain, karena bahasa Inggris adalah bahasa internasional, oleh karena itu pasti kita akan menjumpai orang-orang yang pintar berbahasa Inggris, bahkan di televisipun kita banyak menjumpai orang-orang khususnya Indonesia ketika berbicara menggunakan bahasa Inggris.” (yes, English is easier to learn than other foreign languages, because English is an international language, therefore surely we will meet people who are smart in English, even on television we meet many people especially Indonesian when speaking using the English language).*

Furthermore, A.Y as the third participant answered *“lebih mudah bahasa inggris, karena biasa orang-orang lebih sering belajar bahasa inggris. Misalnya ingin ke luar negeri, pasti belajar bahasa inggris dari pada belajar bahasa asing yang lain.” (English is easier, because ordinary people learn English more often. For example, if you want to go abroad, definitely learn English rather than learn another foreign language).*

The next answered from R.F as the fourth participant answered *“Betul saya rasa bahasa inggris lebih mudah dipelajari dari pada bahasa lain karena dari segi huruf sama dan lebih sering didengar dan dilihat.” (Yes I think English is easier to learn than other languages because in terms of the same letters and more often heard and seen).*

Meanwhile, A.W as the fifth participant answered *“Kalau dibandingkan belajar bahasa China, Mandarin atau Thailand, maka bahasa Inggris lebih mudah karena memakai huruf abjad yang sama.” (When compared to learning Chinese, Mandarin or Thailand, English is easier because it uses the same alphabet).*

The next answered from M.A as the sixth participant answered *“Iya lebih mudah bang belajar bahasa inggris. Karena kaya lebih sering lah orang dengar bicara bahasa inggris kalau di sini. Apalagi kalau di Indonesia paling banyak menggunakan bahasa asing daripada bahasa kaya misalkan bahasa arab, bahasa Jerman itu hampir nggak ada lah di Indonesia. Kebanyakan ya bahasa Inggris, makanya lebih mudah belajar bahasa inggris.” (Yes, it's easier to learn English. Because it's rich more often people hear speaking English here. Especially if in Indonesia most use foreign languages rather than rich languages such as Arabic, there is hardly any German in Indonesia. Mostly English, so it's easier to learn English).*

The last participant A.S answered “*Saya setuju bahasa Inggris lebih mudah dipelajari dari pada bahasa negara lain karena bahasa Inggris merupakan bahasanya dunia, di manapun kita dapat menemukan bahasa Inggris. Di film di produk-produk seperti makanan, spanduk, itu pasti menggunakan bahasa Inggris. Dan juga sekarang di smartphone dan aplikasi-aplikasi lainnya menggunakan bahasa Inggris, kebanyakan menggunakan bahasa Inggris semuanya.*”

(I agree that English is easier to learn than the language of other countries because English is the language of the world, wherever we can find English. In films on products such as food, banners, it must be in English. And also now on smartphones and other applications using English, mostly all in English).

Based on interviews conducted by the writer concluded from all research subjects that English is easier to learn than other languages because English is an international language that is often used and participants stated that English is often reached or heard.

The next question the writer asked “Apakah anda percaya bahwa anda dapat belajar berbicara bahasa Inggris dengan sangat baik (Do you believe that you can learn to speak English very well)?”

K.W as the first participant answered “*Iya saya percaya bahwa saya dapat belajar berbicara bahasa Inggris dengan sangat baik yaitu ketika saya menekuni bahasa itu dn terus mempelajarinya.*”

(Yes I believe that I can learn to speak English very well, that is when I pursue that language and continue to study it).

Then, N.R as the second participant gave almost the same answer *“ya saya percaya. Bukan hanya saya, menurut saya setiap orangpun bisa dengan sangat baik belajar bahasa Inggris apabila dia belajar dengan baik dan sungguh-sungguh.”* (yes I believe. Not only me, in my opinion everyone can learn English very well if they study well and truly).

While, A.Y as the third participant given almost the same answer *“percaya, karena kalo kita belajar, terus berlatih dan sering mengulang-ngulangnya pasti kita dapat berbicara bahasa inggris dengan mudah dan sangat baik.”* (believe, because if we learn, continue to practice and repeat it often we can speak English easily and very well).

Furthermore, R.F as the fourth participant answered *“Iya, karena saya menyukai bahasa inggris namun saya belum menemukan metode yang tepat untuk saya dan belum dicoba untuk lebih mendalaminya.”* (Yes, because I like English but I haven't found the right method for me and haven't tried to go deeper).

Meanwhile, A.W as the fifth participant *“Saya ragu saya bisa dengan sangat baik bisa berbahasa inggris, karena sudah banyak kosa kata dan tenses yang saya lupakan, sekarang lebih banyak cuma mendengarkan orang bercakap inggris daripada ngobrol bahasa*

inggris, seperti mendengar dari film atau lagu.” (I doubt I can speak English very well, because I have forgotten a lot of vocabulary and tenses that I have forgotten, now I only listen more to people speaking English than to speak English, like listening to a movie or song).

Next answered by M.A as the sixth participant gave almost the same answer *“Ya pasti percaya bang. Karena kalau kita belajar setiap hari meskipun satu hari satu atau dua kata dibiasakan dalam kehidupan sehari-hari. Pasti lebih mudah lah, lebih baik belajar berbahasa inggris. Ya lebih cepat pastinya.” (Yes, definitely believe it. Because if we study every day even though one day or two words are accustomed to in everyday life. It's definitely easier, it's better to learn English. Yes, faster, of course).*

The last participant A.S answered *“Saya percaya saya di era sekarang dapat belajar dan berbicara bahasa Inggris dengan sangat baik karena kenapa? Sekarang untuk men-translate kita hanya butuh smartphone dan kita belajar cukup dengan membuka YouTube di situ terdapat banyak tutorial belajar bahasa Inggris. Jadi tidak ada alasan lagi untuk kesulitan dalam belajar bahasa Inggris.” (I believe that in this era I can learn and speak English very well because why? Now to translate we only need a smartphone and we learn enough by opening YouTube there are many English learning tutorials. So there is no more reason for difficulties in learning English).*

Based on the results of the interview, almost all research subjects answered the same that they believed that they could speak English well. But there are also those who answered doubt that they can speak English well because the vocabulary has forgotten.

The last question about difficulty of language learning, the writer asked “Menurut Anda, manakah yang lebih mudah antara menulis, berbicara, membaca dan memahami bahasa Inggris (In your opinion, which one is easier between writing, speaking, reading and understanding English?)”

K.W as the first participant answered “*Menurut saya yang lebih mudah dari semua itu adalah memahami karena kalau kita paham pasti kita bisa menulis, berbicara serta membacanya.*” (In my opinion what is easier than all of that is understanding because if we understand we can certainly write, talk and read it).

Then, N.R as the second participant gave almost the same answer “*memahami, karena walaupun tidak begitu tau artinya, tapi kita bisa memahami sedikit-sedikit apa yang orang bicarakan ketika berbicara bahasa Inggris.*” (understand, because even though we don't really know what it means, but we can understand a little bit what people are talking about when speaking English).

Furthermore, A.Y as the third participant gave almost the same answer “*lebih mudah memahami, karena dalam bahasa inggris kalau ingin menulis, berbicara, membaca kita harus bisa untuk*

memahaminya dulu. Kalau sudah paham, pasti mudah untuk menulis, berbicara dan membaca.” (easier to understand, because in English if you want to write, speak, read we must be able to understand it first. If you understand, it's easy to write, talk and read).

While, R.F as the fourth participant answered *“Menulis, karna menulis hanya memerlukan kemampuan mendengar yg baik, ketimbang dengan kemampuan membaca dan berbicara yang memang memiliki kemampuan dalam penyebutan dan pelfalan yang cukup berbeda dgn bahasa sehari hari.” (Writing, because writing only requires good listening skills, rather than reading and speaking skills that do have abilities in pronunciation and pronunciation that are quite different from everyday language).*

Meanwhile, A.W as the fifth participant answered *“Menurut saya lebih mudah membaca dan memahami bahasa inggris, karena tulisan bahasa inggris lebih mudah difahami dari pada pengucapanya yang terdengar samar dan cepat.” (In my opinion it's easier to read and understand English, because English writing is easier to understand than the speakers who sound vague and fast).*

Then, participant M.A answered *“Yang pasti lebih mudah memahami, karena kalau kita menulis, berbicara atau membaca gitu kita tu harus memahami dulu kan. Kalau sudah paham nah baru mudah untuk menulis, untuk berbicara segala macam. Jadi lebih mudah memahami.” (What is certain is easier to understand, because*

if we write, speak or read, we must first understand. If you already understand, then it's easy to write, to talk about everything. So it's easier to understand).

The last participant A.S answered “*Menurut saya yang lebih mudah adalah kita berbicara langsung dengan teman jadi ketika kita terdapat kesalahan kata maka disitu bisa langsung dikoreksi dan langsung memahami apa yang salah dari kosa kata kita tersebut.*” (*In my opinion, the easier thing is that we talk directly with friends, so when we have a word error, there can be corrected immediately and immediately understand what is wrong with our vocabulary).*

Based on the interviews above, based on answers from research subjects there are a number of similar answers that are easier to understand in English than speaking, reading, and writing. But there are also those who answer more to write the reason because writing only requires good listening skills, and there are also those who answer it easier to read and understand English.

c. The nature of language learning

The next points of the interview, the writer given related to the nature of language learning there were 3 questions. The first question the writer asked “*Apa menurut anda penting untuk mengetahui tentang budaya berbahasa Inggris agar dapat berbicara bahasa Inggris (Do you think it's important to know about English-speaking culture in order to speak English?)*”

Based on the question above, K.W as the first participant answered *“Menurut saya penting untuk kita mengetahui budaya berbahasa inggris terlebih dahulu agar kita bisa untuk berbicaranya, setelah kita mengenal dan mendalami budaya berbahasa inggris tersebut.” (I think it is important for us to know the culture of speaking English first so that we can speak, after we know and explore the culture of speaking English)*

Furthermore, N.R as the second participant answered *“untuk budaya berbahasa Inggris menurut saya tidak terlalu penting. Tapi untuk bisa berbahasa Inggris itu sangat penting di zaman yang sekarang ini.” (for English-speaking culture in my opinion is not very important. But to be able to speak English is very important right now).*

Then, A.Y as the third participant answered *“penting, karena setiap daerah pasti budayanya berbeda-beda. Jadi biar kita tahu dan mengerti tata cara bahasa dalam menggunakan bahasa inggris sesuai dengan di daerah budayanya masing-masing.” (important, because each region is different culture. So, our must be know and understand language procedures in using English according to their respective cultural areas)*

While, R.F as the fourth participant gave almost the same with N.R answer *“Tidak terlalu, karna saya pribadi tidak mengetahui kalau budaya bahasa inggris berpengaruh dalam memperlajari nya.” (Not*

really, because I personally do not know that English culture influences learning).

Meanwhile, AW as the fifth participant has given almost the same answer *“Menurut saya itu tidak terlalu penting dan hanya tambahan wawasan saja karena budaya berbahasa sudah dimiliki tiap negara.”* (In my opinion it is not very important and just an additional insight because the language culture already has every country).

While, M.A as the sixth participant answered *“Penting bang, karena setiap budaya itu kan kaya berbeda beda. Lebih banyak kita tahu budaya lebih banyak pengetahuan, lebih banyak ilmu. Pasti lebih penting lah untuk mengetahui budaya di setiap daerah atau setiap negara, itu pasti penting.”* (It's important, sir, because every culture is rich, it's different. We know more about culture, more knowledge, and more knowledge. It must be more important to know the culture in each region or every country, it must be important).

The last participant A.S answered *“Menurut saya mengetahui tentang budaya bahasa Inggris agar kita dapat berbicara bahasa Inggris itu sangatlah penting karena dengan kita mengetahui budaya berbahasa Inggris. Maka dalam belajar maupun berbicara dengan orang asing kita dapat mengikuti alurnya.”* (In my opinion knowing about English culture so that we can speak English is very important because with us knowing English culture. So in learning and talking with strangers we can follow the flow).

Based on the results of the interview above, some participants stated that English culture is only an additional insight, not very important in English. Speaking English is important, but not with the culture. Whereas the other four stated that knowing English culture was important. The reason is almost the same, namely in order to know the procedures for speaking English, can speak in English, and increase knowledge.

The next question the writer asked “Bagaimana menurut anda tentang bagian terpenting dari mempelajari bahasa inggris adalah dengan mempelajari kosa kata dan tata bahasanya (What do you think about the most important part of learning English is to learn vocabulary and grammar?)”

Based on the question above, K.w as the first participant answered “*Iya menurut saya hal atau bagian yang terpenting dalam mempelajari bahasa inggris yaitu dengan belajar kosa-kata nya serta tata bahasanya, kalau kita tidak mempelajari kosa katanya pasti kita tidak akan tahu, karena kosa kata dan tata bahasanya itu adalah bagian terpenting dalam mempelajari bahasa inggris.*” (Yes, in my opinion the most important thing or part in learning English is by learning its vocabulary and grammar, if we don't learn the vocabulary we certainly won't know, because the vocabulary and grammar are the most important parts in learning English).

Then, N.R as the second participant gave almost the same answer *“ya benar, untuk mempelajari bahasa Inggris bisa melalui menghafal kosakata dan tata bahasanya agar lebih mudah untuk diingat.”* (yeah right, to learn English can be through memorizing vocabulary and grammar to make it easier to remember).

Furthermore, by A.Y as the third participant said vocabulary and grammar are also important in order to speak English well, *“penting, karena dalam berkomunikasi bahasa inggris kita harus berbicara dengan baik dan benar. Maka dari itu kita harus mempelajari kosakata dan tata bahasanya itu sangat penting.”* (important, because in communicating English we must speak properly and correctly. Therefore we must learn the vocabulary and grammar is very important).

Although, vocabulary and grammar are important in learning English, it takes a long time to understand them well, by R.F as the fourth participant answered *“Kosa kata dan tata bahasa memang sangat penting jika ingin mempelajari bahasa inggris namun saya rasa memerlukan waktu yang cukup lama agar bisa memiliki dan memahaminya dengan baik.”* (Vocabulary and grammar are very important if you want to learn English but I think it takes a long time to be able to have and understand it well).

While, A.W answered *“Menurut saya itu benar karena memang itulah bagian terpenting dalam setiap bahasa.” (I think that's right because that's the most important part in every language).*

Furthermore, the importance of studying English vocabulary and grammar was revealed by M.A, who said *“Bagian terpenting dalam mempelajari bahasa inggris itu ya yang pasti kosa kata dan tata bahasanya. Karena berbicara bahasa Inggris harus baik dan benar jadi harus mempelajari kosa kata bahasanya dulu yang sangat terpenting dalam mempelajari bahasa Inggris.” (The most important part of learning English is definitely the vocabulary and grammar. Because speaking English must be good and right, you must learn the vocabulary of the language first, which is very important in learning English).*

Meanwhile, A.S as the last participant explained that it is important to learn English grammar first, then vocabulary later. This was revealed by the A.S. as follows *“Kalau menurut saya pribadi dalam berbahasa asing yang bagian terpenting adalah mengatur tata bahasanya dulu, untuk kosa kata itu bisa mengikuti perkembangan kita dalam kefasihan berbahasa Inggris.” (If I think personally in a foreign language the most important part is to arrange the grammar first, for that vocabulary can follow our development in English fluency).*

Based on the interview results above, all participants said that learning vocabulary and grammar is the most important part of

learning English. This is an effort to be able to communicate using English well.

The last question about nature of language learning, the writer asked “Apa pendapat anda tentang bagian terpenting dari belajar bahasa Inggris adalah bagaimana belajar menerjemahkan bahasa sehari-hari anda ke bahasa inggris (What do you think about the most important part of learning English is how to learn to translate your daily language into English?)”

Based on the question above, K.W as the first participant answered “*Pendapat saya tentang bagian terpenting dari belajar bahasa inggris adalah bagaimana menerjemhkan bahasa sehari-hari kita ke bahasa Inggris, karena itu sangat sulit untuk di lakukan, kadang bahasa sehari-hari kita tidak ada di dalam bahasa inggris dan itu sangat sulit untuk di terjemahkan dan kadang bisa salah arti.*” (My opinion about the most important part of learning English is how to translate our everyday language into English, because it is very difficult to do, sometimes our daily language is not in English and it is very difficult to translate and sometimes can be wrong meaning).

Then, N.R as the second participant answered “*Penting, kita bisa memulai belajar berbahasa Inggris memang dengan mulai menerjemahkan bahasa sehari-hari yang lebih mudah lalu mempelajarinya dengan lebih baik lagi.*” (Important, we can start

learning English indeed by starting to translate everyday language easier and then learning it better).

Learning to translate everyday language can be done as an effort to accelerate understanding of English as said by participant A.Y “*penting, karena dengan kita sering menerjemahkan bahasa sehari-hari kita ke dalam bahasa inggris jadi kita cepat memahami, mudah dan lancar memahami bahasa inggris.*” (*important, because we often translate our everyday language into English so we quickly understand, easily and fluently understand English*).

Then, M.A as the fourth participant gave almost the same answer “*Bagian terpenting dalam mempelajari bahasa Inggris yaitu menerjemahkan bahasa dalam kehidupan sehari-hari. Kan misalkan perkata-perkata gitu untuk lebih mudah memahami bahasa inggris dalam kehidupan sehari-hari. Menggunakan bahasa inggris lah meskipun sedikit-sedikit.*” (*The most important part of learning English is translating language into daily life. For example say so to more easily understand English in everyday life. Use English though a little*).

Furthermore, A.S as the fifth participant answered “*penting untuk menerjemahkan kegiatan sehari-hari dalam bahasa Inggris karena dengan kita begitu dapat mengingat kosakata yang baru dan untuk melatih kita dalam berbicara bahasa Inggris juga.*” (*it is important to translate daily activities into English because with us so*

can remember new vocabulary and to train us in speaking English too).

While, R.F as the sixth participant gave almost the same answer *“Menerjemahkan bahasa sehari-hari ke bahasa inggris merupakan hal yang penting setelah kosakata. Namun untuk pemula dalam belajar bahasa inggris tentu memerlukan waktu ketika mencoba berbicara bahasa asing karena harus memikirkan kosakatanya.”* *(Translating everyday language into English is important after the vocabulary. But for beginners in learning English, it certainly takes time when trying to speak a foreign language because they have to think about the vocabulary).*

In contrast to other participant opinions, AW said *“Kalau dibilang mentranslate bahasa sehari-hari ke bahasa Inggris adalah yang terpenting maka saya kurang setuju, namun itu juga efektif dalam pembelajaran bahasa inggris dalam berbagai keperluan.”* *(If it is said that translating everyday language into English is the most important, then I disagree, but it is also effective in learning English for various purposes).*

Based on the interview results above, learning to translate everyday language into English is important. This was done to train to familiarize yourself with English vocabulary and improve it. Although a little, if often done it will get used. However, there is one candidate

who disagrees with this statement, it's just that it is effective for various purposes.

d. Learning and communication strategies

The next points of the interview, the writer given related to learning and comunication strategies there were 4 questions. The first question, the writer asked “Bagaimana menurut anda cara terbaik untuk belajar bahasa Inggris (What do you think is the best way to learn English?)”

Based on the question above the first participant K.W answered *“Menurut saya cara terbaik untuk belajar bahasa inggris yaitu dengan kita memahami dan mempelajari setiap kosa kata serta mempelajari grammer nya tersebut.”* (In my opinion the best way to learn English is that we understand and study each vocabulary and learn the grammer).

Then, answered by N.R as the second participant *“Dengan belajar yang kepada orang yang sudah ahli, melalui kamus, dan bisa juga dengan menonton film atau mendengarkan lagu yang menggunakan bahasa Inggris dan translate nya.”* (By learning to people who are experts, through dictionaries, and can also watch movies or listen to songs that use English and translate it).

Furthermore, A.Y as the third participant answered *“dengan mengikuti bimbingan belajar bahasa inggris, mengikuti kursus bahasa*

inggris atau les privat bahasa inggris.” (by following an English tutoring, taking an English course or English private tutoring).

While, R.F as the fourth participant answered “*Belajar langsung di lingkungan yang mendukung untuk berbahasa asing agar dapat langsung mempraktekan ilmunya. Karena yang saya yakini practice make perfect.” (Direct learning in a supportive environment for foreign languages so that they can practice their knowledge directly. Because what I believe is practice makes perfect).*

Next answered by A.W as the fifth participant “*Menurut saya cara terbaik adalah dengan terjun kelapangan dimana orang orang berbicara bahasa inggris, disana kita dapat mendengar pengucapan kata yang benar, serta lebih terbiasa mengucapkan kata berbahsa inggris, seperti di pondok pesantren yang menerapkan bahasa asing, kampung inggris (pare), atau langsung keluar negeri.” (In my opinion the best way is to plunge into the field where people speak English, there we can hear the correct pronunciation of words, and are more accustomed to saying English words, like in Islamic boarding schools that apply foreign languages, English villages (Pare), or go straight out country).*

Meanwhile, M.A as the sixth participant gave almost the same answer “*Yang pasti dengan mengikuti bimbel atau bimbingan bahasa inggris terutama untuk memilih guru yang lebih pandai dan fasih berbahasa inggris agar lebih mudah memahami.” (What is certain is*

that by taking English lessons or guidance, especially to choose teachers who are smarter and fluent in English to be more easily understood).

The last answered by A.S *“kalau menurut saya cara terbaik untuk belajar bahasa inggris adalah sesuaikan dengan kemampuan setiap orang berbeda ada yang mengikuti privat dan ada juga langsung otodidak disesuaikan dengan kemampuan diri sendiri, sekarang otodidak dimudahkan dengan hadirnya youtube maupun di samrtphone sudah ada google translate.”* (In my opinion, the best way to learn English is to adjust to the abilities of different people, there are those who follow private and there are also self-taught directly adapted to their own abilities, now self-taught is facilitated by the presence of YouTube or on the smartphone there is already a Google Translate)

Based on the results of the interview, many participants answered that the best way to learn English is to study people who are already fluent, take private lessons, and can also go directly to the field or a place that uses English. But there is also a self-taught answer that is by looking at youtube or google translate.

The next question, asked “Bagaimana strategi Anda agar dapat berbicara bahasa Inggris (What is your strategy for speaking English?)”

The answered about the quetsion by, K.W *“Strategi saya agar dapat berbicara bahasa inggris yaitu dengan menghapal kosa kata serta mendengar musik yang berbahasa inggris.”* (My strategy for speaking English is to memorize vocabulary and listen to English music).

Then, N.R as the second participant answered *“Dengan terus belajar berbicara bahasa Inggris tersebut sehingga tidak menjadi sulit.”* (By continuing to learn to speak English so that it does not become difficult).

Next from A.Y as the third participant answered *“Dengan mengikuti bimbingan belajar bahasa inggris, mengikuti kursus bahasa inggris atau les privat bahasa inggris.”* (By following English tutoring, taking an English course or English private tutoring).

Furthermore, R.F as the fourth participant answered *“Sering mendengarkan dan menonton film berbahasa inggris dan memahaminya terutama untuk menambah kosakata dan mencoba mengucapkanya.”* (often listen and watch films English and understand them mainly to add vocabulary and try to say it).

While, AW as the fifth participant answered *“Strategi saya adalah lebih banyak menghafal kosakata, mengetahui tatabahasanya, banyak membaca tulisan bahasa inggris seperti dalam situs internet, game online dll. Serta memiliki teman yang bisa berbahasa inggris atau tertarik dengan bahasa inggris.”* (My strategy is to memorize

more vocabulary, know the grammar, read a lot of English writing such as on internet sites, online games etc. As well as having friends who can speak English or are interested in English).

Meanwhile, M.A answered *“Strateginya bang, salah satunya kaya berkomunikasi dalam kehidupan sehari-hari atau di lingkungan sekitar kita menggunakan bahasa inggris. Kaya menghidupkan bahasa inggris di kehidupan sehari-hari.”* (The strategy, sir, one of them is rich in communicating in daily life or in the environment around us using English. Rich in bringing English to life).

The last participant answered by A.S *“Menurut saya strategi dalam berbicara bahasa Inggris adalah kepercayaan diri kita dulu yang ditingkatkan karena kalau kita percaya diri kita tidak akan gugup dan tidak akan salah salah dalam melafalkan bahasa Inggris.”* (I think the strategy in speaking English is that our self-confidence is improved first because if we believe in ourselves we will not be nervous and will not be mistaken in pronouncing English).

Based on the answers from the participants, it can be concluded that the learning strategy in order to speak English well is by increasing vocabulary, increasing communication using English, often listening to English songs and watching films in English, and increasing self-confidence.

The next question, the writer asked *“Menurut Anda, seberapa penting untuk mengulang dan banyak berlatih bahasa Inggris* (In your

opinion, how much important is it to repeat and practice English a lot?)”

Based on the question above, K.W as the first participant answered *“Menurut saya sangat penting mengulang dan berlatih bahasa inggris, karena dengan kita sering mengulang kata atau kalimat yang kita ucapkan maka kita akan cepat bisa berbahasa inggris.”* (I think it's very important to repeat and practice English, because with us often repeat the words or sentences that we say, we will quickly be able to speak English).

Then, N.R gave almost the same answer *“sangat penting, agar lebih banyak kita berlatih semakin kita bisa dan terbiasa untuk belajar.”* (very important, so the more we practice the more we can and are accustomed to learning).

Next answer by A.Y as the third participant answered *“sangat penting, karena belajar bahasa inggris perlu pemahaman dan lebih teliti. Tulisan dan yang di ucap dalam bahasa inggris itu berbeda. Jadi sangat penting belajar bahasa inggris untuk terus sering mengulang dan banyak berlatih.”* (very important, because learning English needs more thoroughly and understand. The writing and what is said in English is different. So it is very important to learn English to continue to repeat often and practice a lot).

Furhermore, R.F as the fourth participant given the answer *“Sangat penting karena jika tidak diulang dan dilatih maka akan*

menurunkan kemampuan yg telah dimiliki.” (Very important because if it is not repeated and trained it will reduce the ability that has been owned).

According A.W as the participant answered *“Menurut saya itu sangat penting, agar ilmu tetap lengket dan terpakai.” (In my opinion it is very important, so that science remains sticky and is used).*

While, M.A as the sixth participant answered *“Untuk mengulang itu yang pasti sangat penting bang. Karena harus lebih paham lah gitu dengan tulisan atau ucapan tata bahasanya. Jadi sangat penting untuk diulang-ulang terus lah bahasa inggris itu. Kalau bisa setiap hari mengulang-ulang bahasa inggris, meskipun tidak terlalu banyak. Yang pasti lebih sering lah mengulang-ulang bahasa inggris agar tidak lupa.” (To repeat it, it must be very important, sir. Because you have to understand it better with writing or grammar. So it is very important to keep repeating the English language. If you can repeat English every day, although not too much. What is certain is that English is often repeated so as not to forget).*

Meanwhile, A.S as the last participant gave the same answer *“sangat penting menurut saya untuk mengulang dan banyak berlatih bahasa Inggris karena dalam hal apapun jika kita mengulang dan banyak berlatih maka akan menjadi kebiasaan.” (very important in my opinion to repeat and practice English a lot because in any case if we repeat and practice a lot it will become a habit).*

Based on the results of the interview above, all of research subjects said that often practicing and repeating was very important and effective for learning English, for various reasons. But it can be concluded that learning English by being repeated and often practicing it is very important in learning English so that it is not easy to forget what has been learned.

The last question about learning and communication strategies, the writer asked “Apa yang Anda lakukan ketika Anda tidak memahami materi pelajaran bahasa Inggris (What do you do when you don't understand English subject matter?)”

K.W as the first participant answered “*Yang saya lakukan ketika saya tidak memahami pelajaran bahasa inggris, saya akan bertanya kepada dosen dan terus berlatih hingga dapat memahaminya.*” (What I do when I don't understand English lessons, I will ask the lecturer and keep practicing until I can understand it).

Next answered by N.R as the second participant “*mencari buku terjemahan dan membuka internet.*” (search for translated books and open the internet).

Then, A.Y as the third participant answered “*menanyakannya ulang kembali materi yang masih belum saya pahami, untuk minta dijelaskan kembali dan misalkan langsung ke contoh dipraktikkan agar lebih mudah untuk dipahami.*” (ask again the material that I still

do not understand, ask to be explained again and for example directly to the example practiced to make it easier to understand).

Furthermore, R.F answered *“Bertanya pada orang yang lebih mengetahui dan juga bisa googling.”* (Ask people who know better and can also googling).

While, A.W as the fifth participant answered *“Bila saya tidak memahami suatu materi maka saya akan bertanya pada orang yang lebih mengerti.”* (Bila saya tidak memahami suatu materi maka saya akan bertanya pada orang yang lebih mengerti).

Meanwhile, M.A as the next participant gave almost the same answer *“Yang pasti bang kalau ulun kurang paham dengan materi yang dipelajari, yang pasti menanyakan kembali lah materi yang dijelaskan itu, yang kurang pahamnya dimana, minta dijelaskan kembali. Misalkan kaya mempraktikkan ulang apa yang belum dipahami tadi, gitu sih.”* (What is certain bro, if I do not understand the material being studied, one is certain to ask for the material returned, which does not understand where, asking to be accepted again. For example, if we re-practice what has never been done before, that's the case).

The last participant by A.S gave almost the same answer *“Jika saya tidak memahami pelajaran bahasa Inggris maka saya akan bertanya kepada teman maupun dosen dan sekarang pun kalau kita tidak memahami ke tinggal mencari di Google ataupun di YouTube*

sudah pasti ada jawabannya.” (If I don't understand English lessons, I will ask my friends and lecturers and even now if we don't understand, just search on Google or on YouTube, there is definitely an answer).

Based on the results of the interview above, all research subjects answered that if they did not know or understand the English language material they did was ask the lecturer, friends who knew, to be explained again and could also be practiced to make it easier to understand. Besides asking questions, they also use googling to find out and understand the English material.

e. Motivations and Expectations

The next points of the interview, the writer given related to motivations and expectations there were 3 questions. The first question, the writer asked “Setujukah anda jika belajar bahasa Inggris dengan baik, anda akan memiliki peluang yang lebih besar untuk memperoleh pekerjaan (Do you agree that if you study English well, you will have a greater chance of finding a job?)”

Based on the first question, K.W as the first participant *”Iya saya setuju, karena ketika kita bisa berbahasa inggris dengan baik kita akan dapat memperoleh pekerjaan dengan mudah,karena bahasa inggris ini adalah bahasa asing yang paling utama atau yang sering di gunakan oleh orang banyak.” (Yes I agree, because when we can speak English well we will be able to get a job easily, because English*

is the most important foreign language or that is often used by many people).

Next answered from N.R as the second participant *“Ya, saya setuju. Sekarang banyak perusahaan yang memiliki kriteria kepada pegawainya untuk bisa berbahasa Inggris.” (Yes, I agree. Now many companies have criteria for their employees to speak English).*

Then, A.Y as the third participant answered *“Setuju, karena dengan kita memahami banyak bahasa. Peluang kita untuk memperoleh pekerjaan besar, kita bisa ingin mencoba melamar kerja kemana-mana yang ingin kita mau. Misalnya melamar kerja ke luar negeri.” (Agree, because we understand many languages. Our opportunity to get a big job, we can want to try to apply for work everywhere our want. For example applying for work abroad).*

While, R.F as the fourth participant answered *“iya sangat setuju, karena dengan berbahasa inggris tentu akan menjadi nilai tambah bagi seseorang.” (Yes, I totally agree, because speaking English will certainly be a plus for someone).*

Furthermore, A.W as the fifth participant answered *“Saya setuju, karena sekarang banyak yang membutuhkan orang yang lihai berbahasa asing, namun orang yang dapat dipercaya lebih dicari.” (I agree, because now there are many people who need foreign language experts, but trustworthy people are more sought after).*

Meanwhile, M.A as the sixth participant gave almost the same answer *“Sangat setuju sekali bang. Karena lebih banyak kita memahami bahasa asing atau bahasa inggris, yang pasti kita lebih banyak memiliki peluang kerja. Memiliki peluang yang lebih besarlah untuk melamar pekerjaan. Terutama kan kalau kita mau keluar negeri, mau cari kerjaan keluar negeri yang pasti tidak ragu lah orang memilih atau menerima kita sebagai karyawannya.”* (Very agree, bro. Because more we understand foreign languages or English, we certainly have more job opportunities. Have a greater chance to apply for a job. Especially if we want to go abroad, we want to find work overseas, and there is no doubt that people choose or accept us as employees).

Then, A.S as the last participant gave almost the same answer *“saya sangat setuju jika kita mempunyai skill berbicara bahasa Inggris dengan baik maka peluang dalam mencari pekerjaan itu lebih besar karena mengingat hal tadi kita sekarang memasuki era yang namanya MEA (Masyarakat Ekonomi Asean) dalam era ini kita tidak hanya bersaing dengan penduduk lokal kita bersaing dengan warga negara asing, Sekarang saya lihat banyak perusahaan yang mencari karyawan yang bisa berbahasa Inggris.”* (I strongly agree, that if we have the skills to speak English well, the chances of finding a job are greater because given that we are now entering an era called Asean Economic Community (AEC) in this era, we do not only compete with

local residents, we compete with citizens foreign countries, now I see many companies looking for employees who can speak English).

Based on the above interview it can be concluded that all research subjects answered that the English language is very important to master especially in this era. English is one of the capital to make it easier to find work and also be an added value.

The next question, the writer asked “Apakah anda ingin belajar berbicara bahasa Inggris dengan baik (Do you want to learn to speak English well?)”

The first participant K.W answered “*Iya saya ingin belajar berbahasa inggris dengan baik*” (Yes I want to learn to speak English well).

Then, N.R as the second participant answered “*Iya ingin sekali, karena bahasa Inggris sudah sangat penting untuk kehidupan di lingkungan pekerjaan yang memiliki syarat harus bisa berbahasa Inggris.*” (Yes, I really want to, because English is very important for life in a work environment that has the requirement to be able to speak English).

Next answered by A.Y as the third participant gave almost the same answer “*ingin, karena dengan kita belajar bahasa inggris dengan baik, kita bakalan mudah, paham dan lancar juga berkomunikasi dengan orang-orang menggunakan bahasa inggris dengan baik dan benar.*”(I want, because with us learning English

well, we will be easy, understand and fluently also communicate with people using English properly and correctly).

While, R.F as the fourth participant answer *“Ya tentu. Karena bahasa inggris sangat penting baik untuk bekerja ataupun berkomunikasi”* (Yes of course, because English very important both for work and communication).

Furthermore, A.W as the fifth participant answered *“Ya saya ingin, tapi tidak terlalu cukup bisa berbicara bahasa inggris dan faham saja.”* (Yes, I want to, but I don't speak English well enough or understand it).

Meanwhile, M.A as the sixt participant gave the same answer *“Iya bang, pasti ingin. Karena ingin berkomunikasi dengan orang-orang yang sudah pandai berbahasa inggris, yang sudah fasih, terutama untuk orang-orang luar. Ingin lah pastinya kaya jalan-jalan ke luar negeri.”* (Yes, bro, I want to Because want to communicate with people who are fluent in English, who are already fluent, especially for outsiders. Want to be sure like a trip abroad).

The last answered by A.S as the last participant answered *“saya sangat ingin berbicara bahasa Inggris dengan baik terutama mengingat untuk kerjaan sekarang lebih memprioritaskan untuk orang yang lebih bisa menguasai bahasa asing, ketika kita berbahasa Inggris dengan baik maka level diri kita akan lebih meningkat dan lebih diprioritaskan orang.”* (I really want to speak English well, especially

considering that the work is prioritizing now for people who are more able to master a foreign language, when we speak English well, our level will be more elevated and more prioritized by people).

Based on the results of the interview above, all research subjects answered very want to be able to speak English well. In addition to communicating, English is very much needed in finding work.

The last question, the writer asked “Apa harapan dan motivasi Anda dalam mempelajari Bahasa Inggris (what are your expectations and motivations in learning English?)”

K.W as the first participant answered “*Harapan dan motivasi saya dalam mempelajari bahasa inggris adalah, saya ingin mempunyai teman orang luar negeri dan saya ingin berkeliling dunia ketika saya sudah bisa berbahasa inggris dengan baik dan benar.*”
(*My hope and motivation in learning English is I want to have foreign friends and I want to travel the world when I can speak English well and correctly).*

Then, N.R as the second participant answered “*Harapan dan motivasi saya agar mempermudah saya dikemudian hari untuk mendapatkan pekerjaan yang layak yang zaman sekarang makin hari semakin sulit untuk bersaing mendapatkan pekerjaan yang diinginkan, mungkin dengan mempunyai sedikit kelebihan bisa berbahasa Inggris saya akan lebih di depan orang yang tidak bisa berbahasa Inggris.*”
(*My expectations and motivations to make it easier for me in the future*

to get a decent job, which is now increasingly difficult to compete to get the desired job, maybe by having a bit of strength in being able to speak English, I will be more in front of people who cannot speak English).

While, A.Y as the third participant answered *“harapan mempelajari bahasa inggris, bisa memahami dan berbicara bahasa inggris dengan lancar, baik dan benar. Motivasi mempelajari bahasa inggris, agar mudah berkomunikasi dengan orang asing, bisa keluar negeri menambah wawasan, memudahkan dalam melamar pekerjaan.”* (my hopes of learning English, can understand and speak English fluently, well and correctly. Motivation to learn English, that it is easy to communicate with foreigners, being able to go abroad adds insight, makes it easy to apply for a job).

Furthermore, R.F as the fourth participant gave almost the same answer *“Harapan dan motivasi utama yaitu mendapat peluang yg besar dalam dunia kerja selain itu ingin pergi ke luar negeri tanpa seorang translator.”* (The main hope and motivation is to get big opportunities in the world of work besides wanting to go abroad without a translator).

Next answered by A.W as the fifth participant *“Harapan saya adalah bisa berbahasa inggris dengan lancar serta ilmu nya selalu dipakai, motivasi saya ialah bahasa inggris adalah bahasa universal atau umum yang mana bisa berbahasa inggris adalah hal yang*

standar.” (My hope is to be able to speak English fluently and the knowledge is always used, my motivation is that English is a universal or general language which can speak English is a standard thing).

Meanwhile, M.A as the sixth participant answered *“Harapan dan motivasinya bang yang pasti lebih pandai lah gitu berbicara bahasa inggris yang lancar, yang fasih, yang benar. Dan juga ingin memperbanyak teman baru di luar daerah.” (Hope and motivation, bro, which is definitely smarter so speak fluent English, who is fluent, is correct. And also want to make new friends outside the area).*

The last answered by A.S as the last participant too said *“Harapan dan motivasi dalam belajar bahasa Inggris yaitu harus semangat terus jangan malas untuk mencari pelajaran yang baru dan menghafal kosakata dalam bahasa Inggris terutama dalam kepercayaan diri kita sendiri untuk berani berbicara bahasa asing.” (Expectations and motivation in learning English, that is, keep up the spirit, don't be lazy to looking for new lessons and memorize vocabulary in English, especially in our own confidence to dare to speak a foreign language).*

The last question the writer asked *“Apa usaha yang anda lakukan agar bisa dan bagus berbahasa inggris? (What effort did you make to be able and good in English?)”.*

The subject A.Y as the participant answered *“Mengikuti kursus bahasa inggris dan sering-sering menggunakan bahasa inggris dalam*

berkomunikasi” (Take an English course and use English often in communication).

Then, the next subject M.A answered *“Usaha ulun bang, berbicara bahasa inggris sedikit demi sedikit, misalnya nih ka, what, how are you, where are you doing, ya seperti itu ka, menambah kosa kata setiap hari, ulun jua biasanya menonton film berbahasa inggris tu membiasakan kada pake subtittle, mendengarkan musik bahasa inggris, dan jua ulun nanya sama belajar jua ka dengan kakak sepupu kalo bahasa inggris, soalnya kakak hampir satu tahun di Pare Kediri.”* *(my effort bro, speak English little by little, for example, what, how are you, where are you doing, yeah like that, add vocabulary every day, I also usually watch English movies and get used to using subtittle, listening to English song, and also asking questions as well as learning with older cousins when English, because she is study English almost one year old in Pare Kediri).*

Furthermore, N.R as the next subject answered *“Dengan buka translate terus menerjemahkan sekalian mendengarkan katanya yang benar itu tu bagaimana dan masih dengan mendengarkan lagu-lagu menggunakan bahasa inggris”* *(With open translate continue to translate all at once listening to the correct word, that's how and still by listening to songs using English).*

The last subject R.F answered *“Kalau untuk saat ini biasanya mendengarkan lagu atau film berbahasa inggris, jadi sambil belajar*

memahami tanpa translate, terus jua kadang komunikasi dengan kawan pakai bahasa inggris tapi masih sebatas melalui pesan dan chat” (If for now usually listen to songs or films in English, so while learning to understand without translate, continue to sometimes also communicate with friends using English but still limited to messages and chat).

Based on the results of the interviewed above, it can be concluded that all research subjects answered related questions about hope and motivation in learning English. First they hope that they are can speak English correctly and fluently, and secondly their motivation is to make it easier to find work, both in country or abroad, have foreign friends and also they want to go abroad or around the world without a translater and their effort to be good English language their take a English private, listening English song and also watching English movie.

Based on the results of the interview above, regarding the importance of learning English most of students have positive believe toward the importance of English learning. they are believe by learning English, will make them easier to get a job, in example. in order to be good in English, they still need many guidances.

B. Discussion

As discussed in the previous section, this study aims to express the confidence of Islamic Economics students in the importance of learning English. This research provides information about Islamic Economics student

confidence. Based on data from 7 students of Sharia Economics, it shows that the confidence of Sharia Economics students in learning English is dominated, strongly agree that this data was obtained from 6th semester students who have taken English courses. There are 5 important things included in this research are foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, and motivations and expectations. Of the 5 things compiled through interviews. After reviewing this research, the results of the interview showed positive results with the belief that it is very important for Islamic Economics students to learn English. English is a tool for communication and is a major asset makes easier to finding jobs both domestically and abroad.

Then, the result of a research question How is Ekonomi Syariah major students' belief toward the importance of English learning at IAIN Palangka Raya?

Where data are obtained from their foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, and motivations and expectations. Based on the result of the data based on the results of the data obtained through interviews that they believe they can speak English well, by the way they continue to practice, take courses, listen to music and watch films in English, and also learn from people who are better at speaking English.

1. Foreign Language Aptitude

The results of interviews in Foreign Languages obtained from the subjects most of the students believed with their English ability, they can mastery English language well, and they also study hard to make English verry well.

Then, for Islamic Economics students, having special abilities in foreign languages is an added value for themselves, and that is very good. They consider English as an important thing to learn to make it easier for them when they enter the workforce, competing with the wider community is no exception with foreigners.

In addition, English is also very important to learn so that it is easier for them to communicate with foreigners, especially when they are abroad, also to facilitate them in terms of finding work because they believe after graduating from college they will work, both in any bank or company and English has become one of the main assets for economic students to become E-commerce. As well as Sharia Economics students stated that now has entered the era of the Asean Economic Community (AEC) where competition in the world of work is not only with local residents but also with foreigners or the whole world. So English is very important to master.

Furthermore, Islamic Economics students have various special abilities in learning English, such as reading, writing, speaking, and memorizing vocabulary. But there are also those who claim that they do not have special abilities so they still need guidance.

So, the researcher concludes from all questions related to foreign language skills that a good time to learn English is when they are children, and for Islamic economics students having special abilities in English are a plus and also very good, and very good. it is important for Islamic Economics students to learn English, and also in terms of diverse student abilities, and they tend to still need guidance for learning English. So at this point foreign language talent varies in confidence in proficiency in English.

2. The difficulty of language learning

Based on the results of interviews obtained about the difficulty of language learning, it can be concluded that English is actually easier to learn than other foreign languages. Because English is an international language that is often used, English is also often found well in food and beverage products, besides English is very familiar, English is also often heard through songs and watching movies so that English is easier to learn than other foreign languages.

In addition, Sharia Economics students are confident that they can speak English very well, as long as they are diligent and earnest in learning it, and often repeat and continue to practice, especially in this era, they can learn English anywhere and anytime, both practicing English from YouTube, gaming and internet browsing.

Then, the majority of Islamic Economics students find it easier to understand English than writing, reading, and speaking. Because

understanding English is one of the keys to mastering the skills in English both in terms of reading, writing, speaking, and listening.

So, the result of a related question about difficulty of language learning is that English is a foreign language that is easier to learn than other foreign languages, Islamic Economics students believe that they can speak English very well, and also the majority of Economics students claim to understand it more easily English rather than speaking, writing and listening.

3. The nature of language learning

Based on the results of interviews obtained about the nature of language learning, it is known that three students of Sharia Economics consider the culture of English not too important to learn, more important is learning English itself. However, there are four Sharia Economics students who think that learning English culture is important to know and understand language procedures in using English, and also to know how to communicate appropriately and correctly and in accordance with cultures or countries that use English language.

Then, Islamic Economics students consider it very important to learn vocabulary and grammar in learning English because communicating using English must speak properly and correctly, and by studying vocabulary and grammar can improve English language skills both in terms of vocabulary and grammar language. And also by learning

vocabulary and grammar will make it easier to determine and arrange words or sentences properly and correctly

In addition, they also realized the importance of translating everyday language into English. This is done as an effort to practice speaking English, so that it is easy to understand, easy and fluent in English and also as an effort to get used to speaking English and so that the acquired vocabulary or English is not lost.

The writer concluded from all the statements given by Islamic Economics students related to the nature of language learner is that to learn English knowing the culture of English is also important to understand, the most important part of English is to learn vocabulary and grammar is very important to support good learning English in terms of reading, writing, listening and speaking. And it is also very important to translate everyday language into English in order to get used to speaking English.

4. Learning and communication strategies

Based on interviews obtained about learning and communication strategies, it is known that the best way to learn English in Islamic Economics students is various, namely by understanding and learning each vocabulary and studying grammar, learning with people who are experts, learning through dictionaries, watching movies, listening to English songs, YouTube and Google translate, English courses and learning directly in an

environment that supports foreign languages such as English villages (Pare) or abroad.

Furthermore, The strategy of Islamic Economics students to be able to speak English is by memorizing vocabulary and listening to music and watching films in English, actively learning to speak English, taking courses, reading English writing such as on internet sites and online games, through friends who can speak English, and familiarize oneself to used to communicating using English in everyday life and increasing self-confidence.

Then, Sharia Economics students also realize the importance of repeating and practicing a lot to get accustomed and quickly able to speak English, and the knowledge gained will continue to be used and sticky and by being repeated and continuously trained, English will become a habit and continue to increase so that they can speak English with true and fluent.

In addition, related to if Sharia Economics students do not understand or understand English material, what they do is ask the lecturer to ask to be explained again and also ask to be practiced to make it easier to understand, ask friends who can speak English, find books that are concerned or translating, and can also be googling.

The results of interviewed related to learning and communication strategies, the best way to learn English is to increase vocabulary, understand grammar, take private lessons, and also by frequently

practicing and repeating, and asking lecturers or people who are better at learning English.

5. Motivations and Expectations

Related to motivations and expectations, Islamic Economics students strongly believe in the importance of being able to speak English well in order to have greater opportunities to find work. The ability to speak English becomes an added value, especially now that many companies have criteria for their employees to be able to speak English. So the opportunity to get a bigger job, both at country and abroad.

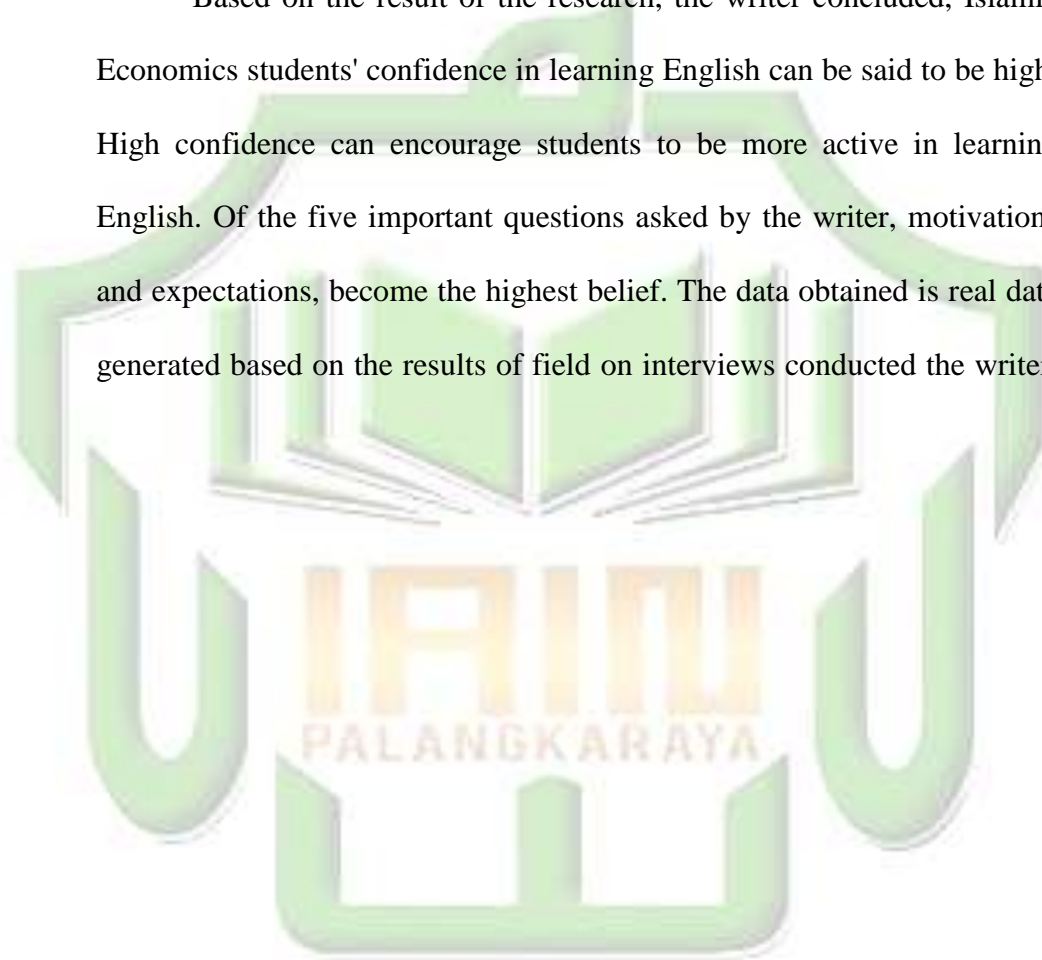
Although, not all of them but the majority of them have a high desire to learn to speak English well. This is because they realize that English is very important for life in a work environment that has the requirement to be able to speak English and make it easier for them to be able to communicate with foreigners.

Then, their expectations is to be able to understand and speak English fluently, properly and correctly, and be able to apply it continuously. While their motivations in learning English is to make more friends, easily communicate with foreigners, be able to go abroad to add insight and make it easier to find work.

The results of an interviews related to the motivations and expectations of economics students said that speaking English well and correctly would make it easier to find work, economics students also claimed to be eager to speak English very well in order to facilitate

communication. Their expectations speak English with good, smooth and correct. Their motivation for learning English is to make it easier to communicate, find work, and go abroad, and then, most of the subjects also listening English song, watching English movie, Study hard to make English language very well.

Based on the result of the research, the writer concluded, Islamic Economics students' confidence in learning English can be said to be high. High confidence can encourage students to be more active in learning English. Of the five important questions asked by the writer, motivations and expectations, become the highest belief. The data obtained is real data generated based on the results of field on interviews conducted the writer.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of conclusion and suggestion of the study.

A. Conclusion

Based on research that has been done and research results obtained about the confidence of Islamic Economics students to the importance of learning English, it can be concluded that Islamic Economics students have high confidence in the importance of learning English. They realize that English is important as their provision after completing their undergraduate studies. The concept based on this research is the assessment of 5 categories, namely **1). foreign language aptitude**, where most Islamic Economics students have special abilities in learning English, such as reading, writing, speaking, and memorizing vocabulary. But there are also students who do not have special abilities so they still need guidance. **2). difficulty of language learning**, Islamic Economics students consider English as a language that is easier to learn than other foreign languages. They sure can speak English very well. Because the main key is to be diligent and earnest in understanding English. **3). nature of language learning**, studying vocabulary, grammar and translating everyday language into English becomes important to be able to speak English well. But to learn English culture is still considered less important by some people. **4). learning and communication strategies**, students apply a variety of strategies in order to learn English, by memorizing vocabulary, often listening to music, watching movies, internet sites and online games in English, cursing, learning with friends who are fluent in

English, and practicing communication using English in life daily. and **5). motivations and expectations**, there are several things that motivate students to be able to speak English, so they can easily communicate with strangers and make it easier for them to get a job. While the expectations is to be able to speak English fluently, well and correctly.

B. Suggestion

As the final part of this thesis, the researcher wants to give some suggestions, namely:

1. For Ekonomi Syariah Students

Every student has their abilities and weaknesses, especially in learning English. Keep trying, grow a belief in yourself that learning English is one of the things that can have a positive impact on life, such as finding a job. It is important to remember, that hope must be accompanied by serious effort in order to be achieved.

2. For Lecturers

The hope is to be able to provide effective teaching to students, so students can understand well every material presented.

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